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Announcements 1952-1953

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NOVEMBER, 1951

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The Boston College Bulletin

The College of Arts and Sciences



*Catalogue for the School Session
1951-1952*

Announcements for 1952-1953

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ACADEMIC CALENDER 1951-1952

1951

September	6-7	Registration for Freshmen and Sophomores.
	10-11	Registration for Juniors and Seniors.
	13-14	Orientation for Freshmen.
	14	Faculty Pre-College Institute.
	14	Registration for out-of-state students.
	17	Opening of Fall Session for all classes.
	28	Mass of the Holy Spirit.
October	1	Extracurricular activities begin.
	12	Columbus Day. No classes.
	15-16-17	Junior-Senior Retreat.
	22-23-24	Freshman-Sophomore Retreat.
November	1	All Saints' Day. No classes.
	9	End of First Quarter.
	9-10-11	Shakespearean Play.
	12	Celebration of Armistice Day. No classes.
	22-23	Thanksgiving Holidays.
December	14	Christmas Recess begins at the close of classes.

1952

January	2	Classes resumed.
	11	End of the First Semester.
	14-25	Mid-Year Examinations.
	28	Classes resumed.
February		
	15-16-17	Modern Play.
	22	Washington's Birthday. No classes.
March	19	End of Third Quarter.
April	9	Easter Recess begins at the close of classes.
	21	Classes resumed.
May	4	Home Concert.
	15	Final Examinations begin.
	22	Ascension Thursday. No examinations.
June	6	End of the scholastic year.
	8	Baccalaureate Sunday.
	9	Alumni Day.
	10	Class Day.
	11	Commencement.

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A.B., Boston College; A.M., Boston College.

John J. Mulligan, A.M., *Assistant Professor of German.*

A.B., Boston College; A.M., Rutgers University.

Francis E. Murphy, M.S., *Assistant Professor of Education.*

B.S., Boston University; M.S., Boston University.

Rev. John E. Murphy, S.J., Ph.D., *Professor of Gaelic, Chairman of Gaelic Department.*

A.B., Boston College; A.M., Boston College; Ph.D., National University of Ireland.

Rev. John J. Murphy, S.J., Ph.D., *Associate Professor of Philosophy.*

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. John J. Murphy, S.J., A.M., *Instructor in Economics.*

A.B., Boston College; A.M., Boston College.

Rev. Joseph W. Murphy, S.J., A.M., *Instructor in History.*

A.B., Boston College; A.M., Boston College.

John F. Norton, A.M., *Associate Professor of Classics.*

A.B., Boston College; A.M., Boston College.

Rev. Edward H. Nowlan, S.J., Ph.D., *Associate Professor of Modern Psychology.*

A.B., Boston College; A.M., Boston College; S.T.D., Weston College; Ph.D., Harvard University.

Rev. John A. O'Callaghan, S.J., Ph.D., *Professor of English, Chairman of Department.*

A.B., Boston College; A.M., Boston College; S.T.L., Weston College; Ph.D., Boston College.

Rev. Daniel F. X. O'Connor, S.J., A.M., *Assistant Professor of Philosophy.*

A.B., Boston College; A.M., Gonzaga University.

Thomas H. O'Connor, A.M., *Instructor in History.*

A.B., Boston College; A.M., Boston College.

David C. O'Donnell, Ph.D., *Professor of Chemistry.*

A.B., Miami University; M.S., Ohio State University; Ph.D., Ohio State University.

Robert F. O'Malley, M.S., *Assistant Professor of Chemistry.*

B.S., Boston College; M.S., Boston College.

Stephen J. Petery, M.E., *Professor of Economics.*

M.E., University of Budapest, Hungary.

John J. Power, M.S., *Assistant Professor of Physics.*

B.S., Boston College; M.S., Boston College.

Rev. Leo A. Reilly, S.J., A.M., *Assistant Professor of Ethics.*

A.B., Boston College; A.M., Boston College.

Rev. Oswald A. Reinhalter, S.J., A.M., *Professor of Classics.*

A.B., Woodstock College; A.M., Woodstock College.

Rev. James W. Ring, S.J., S.T.L., *Assistant Professor of Physics.*

A.B., Weston College; Ph.L., Weston College; M.S., Boston College; S.T.L., Weston College.

Rev. John P. Rock, S.J., Ph.D., *Instructor in Ethics and Theology.*

A.B., Boston College; A.M., Boston College; Ph.D., Louvain University

Rev. Charles M. Roddy, S.J., A.M., *Assistant Professor of Philosophy.*

A.B., Woodstock College; A.M., Woodstock College.

Ferdinand L. Roussève, Ph.D., *Professor of Fine Arts.*

B.S., Massachusetts Institute of Technology; A.M., University of Chicago; Ph.D., Harvard University.

Rev. Daniel F. Ryan, S.J., A.M., *Professor of Psychology.*

A.B., Woodstock College; A.M., Woodstock College.

Paul L. Ryan, Ph.D., *Assistant Professor of French.*

A.B., Boston College; A.M., Columbia University; Ph.D., Columbia University.

Thomas I. Ryan, M.S., *Assistant Professor of Biology.*

A.B., Boston College; M.S., Boston College.

Rev. John J. Sampey, S.J., Ph.D., *Associate Professor of Classics.*

A.B., Boston College; A.M., Boston College; S.T.L., Weston College; Ph.D., Gregorian University.

Rev. Cornelius F. Shea, S.J., S.T.L., *Assistant Professor in Philosophy.*

A.B., Boston College; A.M., Boston College; S.T.L., Weston College.

Rev. Stephen A. Shea, S.J., S.T.L., *Assistant Professor of Psychology.*

A.B., Boston College; A.M., Boston College; S.T.L., Weston College.

John W. Shork, M.S., *Associate Professor of Physics.*

Ph.B., Boston College; M.S., Boston College.

Ernest A. Siciliano, Ph.D., *Professor of Spanish.*

A.B., Boston College; A.M., Boston College; A.M., Harvard University; Ph.D., Harvard University.

Francis W. Sidlauskas, M.F.A., *Instructor in English.*

A.B., Boston College; M.F.A., Yale University.

William J. Sipsey, A.M., *Instructor in English*

A.B., Boston College; A.M., Boston College.

Rev. George F. Smith, S.J., Ph.D., *Associate Professor of Spanish.*

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. Harold V. Stockman, S.J., Ph.D., *Assistant Professor of Philosophy.*

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Bernard J. Sullivan, Ph.D., *Assistant Professor of Biology.*

A.B., Carroll College; M.S., Fordham University; Ph.D., Fordham University.

Rev. Russell M. Sullivan, S.J., Ph.D., *Associate Professor of Theology.*

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. Francis W. Sweeney, S.J., A.M., *Instructor in English.*

A.B., College of the Holy Cross; Ph.L., Weston College; A.M., Boston College.

Col. Elmer B. Thayer, U.S.A., B.S., *Professor of Military Science, Chairman of Department.*

B.S., United States Military Academy.

Rev. John A. Tobin, S.J., Ph.D., *Professor of Physics, Chairman of Department.*

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. Francis J. Toolin, S.J., Ph.D., *Professor of Ethics and Theology.*

A.B., Weston College; A.M., Woodstock College; Ph.D., Gregorian Institute.

Robert B. Toolin, M.S., *Instructor in Physics.*

A.B., College of the Holy Cross; M.S., Brown University.

Rev. Charles B. Toomey, S.J., A.M., *Assistant Professor of Psychology.*

A.B., Boston College; A.M., Boston College.

Roger P. Vancour, Ph.D., *Instructor in Physics.*

B.S., College of the Holy Cross; M.S., Boston College; Ph.D., Fordham University.

Leon M. Vincent, M.S., *Associate Professor of Biology.*

Ph.B., Boston College; M.S., Boston College.

Rev. Michael P. Walsh, S.J., Ph.D., *Associate Professor of Biology, Chairman of Department.*

A.B., Boston College; M.S., Fordham University; Ph.D., Fordham University.

Rev. Henry P. Wennerberg, S.J., A.M., *Associate Professor of Theology.*

A.B., Woodstock College; A.M., Woodstock College.

Rev. Maurice A. Whelton, S.J., S.T.L., *Associate Professor of Theology.*

A.B., Boston College; A.M., Boston College; S.T.L., Weston College.

Donald J. White, Ph.D., *Associate Professor of Economics.*

B.S., Boston College; A.M., Harvard University; Ph.D., Harvard University.

Frederick E. White, Ph.D., *Professor of Physics.*

A.B., Boston University; Sc.M., Brown University; Ph.D., Brown University.

Robert G. Williams, A.B., *Instructor in Sociology.*

A.B., St. Anselm College.

Harold A. Zager, M.S., *Associate Professor of Mathematics.*

B.S., Massachusetts Institute of Technology; M.S., Boston College.

Historical Statement

Boston College is one of the twenty-eight colleges and universities in the United States conducted by the Society of Jesus. The university traditions of Boston College are the product of four centuries of educational idealism and practical experience of the Society of Jesus which, since its foundation in 1534 by Ignatius Loyola, has established and conducted institutions of higher learning in all parts of the world.

Boston College owes its inception to the foresight and energy of the scholarly John McElroy, S.J., Superior of the first Jesuit community in New England. This community, still located at old Saint Mary's in Boston, was founded in 1847. In 1857, in accordance with the Society's traditional devotion to higher education, Father McElroy secured land and erected a group of collegiate buildings on Harrison Avenue in Boston, the present site of the Boston College High School. He was assisted in the undertaking by a group of civic leaders headed by the Honorable Alexander H. Rice, then Mayor of Boston, and later Governor of the Commonwealth. The formal opening of the College was delayed by the Civil War, and for a time the buildings were used as a House of Studies of the Society of Jesus.

Boston College was formally incorporated by an act of the Massachusetts Legislature approved by Governor John A. Andrew, April 1, 1863. The charter authorized the conferring of all degrees usually conferred by universities in the Commonwealth, except medical degrees. This single restriction upon its university charter was removed by legislative amendment, April 1, 1908. Formal instruction was commenced on September 5, 1864, under the presidency of John Bapst, S.J., and the deanship of Robert Fulton, S.J. In 1913, during the presidency of Thomas I. Gasson, S.J., the site of Boston College was transferred to the present extensive and beautiful campus at University Heights, Chestnut Hill, Newton. The buildings already erected there are universally acclaimed as outstanding monuments of Collegiate Gothic in the United States.

Since the transfer to University Heights other schools have been added, by foundation or affiliation, to the original College of Arts and Sciences. The Graduate School of Arts and Sciences, and the College of Business Administration are also located at University Heights, Chestnut Hill. The College of Arts and Sciences Intown, the Law School, the School of Social Work and the School of Nursing are conveniently located in downtown Boston. The College of Liberal Arts in Lenox is situated in the heart of the Berkshires. The School of Philosophy and Science, the School of Theology, and the Seismological Observatory are in Weston, Massachusetts.

UNIVERSITY AFFILIATIONS

Institutional

Boston College is a member of, or approved by, the following institutions: The Association of American Colleges, The American Council of Education, The Association of American Universities, The Association of American Law Schools, The Section of Legal Education of the American Bar Association, The American Jesuit Educational Association, The National Catholic Educational Association, The American Association of Schools of Social Work, The New England Association of Colleges and Secondary Schools, and the Regents of the University of the State of New York. Further, it enjoys the special recognition of the American Chemical Society.

Faculty

The Faculty of Boston College is affiliated with The American Academy of Arts and Sciences, The American Association for the Advancement of Science, The American Political Science Association, The American Bar Association, The American Law Institute, The American Judicature Society, The American Institute of Criminal Law and Criminology, The American Jesuit Philosophical Association, The American Classical League, The American Philological Association, The Classical Association of New England, The Archaeological Institute of America, The American School of Classical Studies in Athens, The American Historical Association, The American Catholic Historical Association, The Italian Historical Society, The American Mathematical Association, The American Physical Society, The Physics Research Academy, The American Chemical Society, Chemical Society of London, Sigma Chi, Electrochemical Society, The Seismological Society of America, The Boston Geological Society, The American Institute of Electrical Engineers, The Institute of Radio Engineers, The Society for the Promotion of Engineering in Education, The American Medical Association, The Massachusetts Medical Society, The Catholic Biblical Association of America, The American Sociological Society, The American Psychological Association, The Schoolmasters' Association of New England, The American Orthopsychiatric Society, The American Public Welfare Association, The National Conference of Social Work, The National Probation Association, The Child Welfare League of America, The National Catholic Charities Conference, The Rural Sociological Society of America, The American Association of University Professors, The American Association of Teachers of English, The American Association of Teachers of Spanish and Portuguese, The American Association of Teachers of Italian, Modern Language Association, American Association of Teachers of French, The Association of Social Workers, American College Personnel Association, National Society of Mental Hygiene, The Association of Librarians of America, The Association of American Law Libraries, The American Association of Collegiate Registrars, The Eastern Association of College Deans and Advisers of Men, American Conference of Academic Deans. The Genetic Society of America, The American Microscopical Society, The New York Academy of Science, The National Geographical Society, The Society of American Zoologists, The American Economic Association, The Catholic Economic Association, and other learned societies.

SYSTEM OF EDUCATION

The system of education followed at Boston College is similar to that of all the colleges of the Society of Jesus. It is based upon and guided by the principles of the *Ratio Studiorum*, a body of rules and suggestions framed upon the experiences and the best results attained by the greatest universities of Europe at the most flourishing period of their existence.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method, and the object aimed at by its teaching will give a general idea of its purpose.

Education is understood by the members of the Society of Jesus as the full and harmonious development of all those faculties that are distinctive of man. It is not, therefore, mere instruction or the communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right system of education, is a secondary result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

With the purposes of education clearly understood, then, such instruments of education, that is, such studies, sciences or languages, are chosen as will most effectively further that end. These studies are chosen, moreover, only in proportion and in such numbers as are sufficient and required. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stay, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of Specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and the scientific unfolding of knowledge; they are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Languages, and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Languages and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reason. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisi-

tion of Language especially calls for delicacy of judgment, fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are the languages with a structure and idiom remote from the language of the student, the study of them lays bare before him the laws of thought and logic and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recess of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world, of time and space, the Jesuit system of education has unwaveringly kept language in a position of honor as an instrument of culture.

In order that the student may perfect his study of the Sciences by a deeper insight into the fundamental causes and ultimate reality of things, the complete course of Scholastic Philosophy is given. The pursuit of this course of philosophy leads to a broadening of intellectual vision and a strengthening of moral training that are in accord with the universal principles of human knowledge and the established laws of human conduct. In this final stage of collegiate development the student is thus enabled to exercise the powers of keen analysis and self-criticism, to apply to the practical problems of life the faculties of memory and imagination which have been developed by the study of Literature and History, and the methods of accurate and logical thinking which Mathematics and the Natural Sciences impart.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development of themselves have no moral efficacy. Religion only can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade.

The purpose of Jesuit teaching, in a word, is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special, and for the building up of moral life, civil and religious.

The Jesuit system of education in seeking to attain the mental and moral development of all the faculties of man, relies chiefly on the exceptional advantages of the liberal arts courses leading to the degree of Bachelor of Arts; however, a

more definite scientific training is offered through the various courses leading to the degree of Bachelor of Science.

Religious Training

In the admission of students, no discrimination is made on the ground of religious belief. Students who are not of the Catholic Faith will be exempt from attendance at religious exercises conducted by the College and at the courses of instruction in Theology. Non-Catholic students may freely choose to be present at these exercises and classes.

Nevertheless, in the light of what has been said in the preceding section, training in Theology is considered of primary importance in Education properly understood. The authorities of the College are persuaded, in common with their Religious brethren who conduct Jesuit Colleges throughout this country and in various parts of the world, that Education truly fulfills its function of developing the natural human powers and thus preparing the students for a fruitful life after leaving college only when a solid and thorough intellectual training is supplemented by equally complete training in Christian morality and Theology.

The Religious Training consists first of all in a general and all-pervading background against which are projected all the individual elements which make the College course; it is an atmosphere which surrounds and permeates the College life; it is a subtle influence born of the power of associations and example, of the persistent presentation of noble motives and high ideals, of the kindly admonition, correction, guidance, instruction and exhortation of a body of teachers who are themselves thoroughly grounded in the highest form of religious culture through a life led according to lofty principles of asceticism.

This Religious Training also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy, and as scientifically as other branches of human knowledge. Hence, the study of Theology is required and the courses in Theology are conducted as ordinary lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the four year college course, the student covers the entire cycle of Catholic dogmatic and moral teachings.

This religious instruction is supported by various religious activities and practices which may be classed as spiritual extra-curricular activities. The League of the Sacred Heart and its attendant devotions are encouraged. Sodalties of the Blessed Virgin foster that devotion to the Mother of God which is the youth's safeguard in adolescence. The Mission phase of the Sodality serves to help the struggling missions in foreign lands, and to develop in the students the spirit of charity and self-sacrifice towards others who are spiritually less favored. All students are required to make an annual Retreat, and an additional special Retreat for Seniors is conducted each year just before Commencement. The frequent use of the Sacraments of Penance and Holy Eucharist, the twin means divinely planned to safeguard and strengthen the human soul against evil, should be an important item in the moral life of a Catholic young man, and nowhere is it more earnestly advised or insisted upon than in a Jesuit College .

Student Counselor

In the College of Arts and Sciences a Father of the Faculty is appointed as Counselor of the students, and in this capacity he devotes all his time to the interests of the students. It is his duty to advise them, not only in those matters that pertain to their spiritual well-being, but in others also, profering whatever direction may be required with regard to studies and all other intimate and personal matters. He is assisted in the performance of his duties by several other Jesuit members of the faculty.

Educational Guidance

Boston College, realizing that individual adjustment to college life and work is for most students a difficult task, offers educational assistance and direction to her students both in the selection of the courses most valuable to them and in the mastery of the courses selected. In doing this it maintains an educational guidance office with a director of guidance in charge who acts as chairman for a group of professors assigned to this work. The office by means of interviews, tests and a study of the high school records endeavors to obtain knowledge of the interests, the scholastic background and the general and specific abilities of each student. A specific testing service is maintained for this purpose. The findings of this office are in turn handed over to the committee in charge of guidance. Each professor of this committee is allotted a definite group of students who are required to visit him at definite times during the school year with the understanding that the students may go to him freely at other times. Each counselor is supplied with data on the student's interests, aptitudes, present achievement and personality traits. Equipped with this information the counselor is able to aid the student in pursuing his college course more successfully. In addition, instruction in how to study, use the library, and do research work are given individually and by means of printed material and lectures.

Vocational Guidance

Boston College offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. The Placement Office helps them in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields.

While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Students are advised to avail themselves of the opportunities for guidance which will be given at regular intervals.

Preparatory School

It is one of the decided advantages of the system followed in this college that the student may make his preparatory studies at Boston College High School. In addition to the moral influence thus gained, this secures a uniform and homogeneous course of teachings and training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines and the possession of a clear and coherent system of principles upon which any special course may afterwards safely rest.

Student Health Service

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to students throughout every class day.

Student Accident Insurance Program

There is a compulsory student accident insurance program covering all accidents on or off the campus during the academic year. A voluntary sickness and hospital insurance is also available.

The Boston College Libraries

One of the principal factors in the intellectual life of the students at Boston College is the main Library.

The Library's first service is to the faculty and student body at the College. Subject to library regulations, members of all the schools of the University also draw upon its resources, as do many students of other colleges, not only in and about Boston, but from other sections of the country.

The Library is open on class days from 9:00 A.M. until 7:00 P.M.; Saturdays from 9:00 A.M. until 5:00 P.M.

During the Summer months the Library is open from 8:30 A.M. to 5:00 P.M.; Saturdays from 9:00 A.M. to 12 noon.

All exhibits are open to the public during library hours.

There are departmental libraries for Chemistry, Biology, Physics, and Mathematics in the Science Building. Entry cards for these collections are filed in the public catalogue in the Reference Room.

The Reference Room and certain study-alcoves in the Main Reading Room are well supplied with standard books of reference; in addition the Main Reading Room provides accommodations for the "Reserve Sections" of volumes recommended by Professors as collateral reading in various class subjects.

The Stack Room, covering the main sweep of the basement floor, consists of two tiers of modern steel shelving with a capacity of more than 300,000 volumes. There are at present 239,296 volumes in the Library. There are carrells for the use of graduate students. The stacks are not open to undergraduates.

The Francis Thompson Collection of manuscripts and first editions, as well as the Meynell and Patmore Collections, is housed in the Thompson Room at the north end of the Main Reading Room.

Also noteworthy are the James B. Connolly Collection, the Thomas Merton Collection, the Rare Books and Jesuitana Collections, all of which are located in the Special Collections Room adjoining the Thompson Room; the Irish Collection, whose choicest items are to be found in the Roche and Carney Rooms; and the Nicholas M. Williams Memorial Ethnological Collection, shelved in the stacks.

The James W. Morrissey Memorial Collection of Japanese Color Prints offers prints for occasional displays in the main Reading Room.

The Seismological Observatory

The Seismological Observatory, which is situated in the township of Weston, Massachusetts, began operation in 1930. The Station equipment at present consists of a pair of 25 Kilogram Bosch-Omori Pendula, an 80 Kilogram Wiechert Astatic Horizontal Pendulum, and three components of the 100 Kilogram Benioff Seismometers equipped for galvanometric recording at periods of 0.2 second and 60 seconds. Together with these, there is the necessary laboratory apparatus of clocks, microscopes, projection apparatus, meteorological instruments and a library of current literature kindred to this branch of science.

The new Seismological Observatory Building was completed in the Spring of 1948. The new building contains 18 rooms and is designed especially for the needs of the Seismology Department. It includes the geophysical electronic research laboratory and will garage the Field Unit.

The Field Unit consists of a truck with special panel body containing a twelve channel amplifying system, recording camera dark-room, seismometers, etc. Research with this unit has been conducted to determine the depth of glacial deposits, thickness of rock strata, the velocity of sound in earth composites, etc. This research is operated mostly within Massachusetts in connection with the Commonwealth of Massachusetts Department of Public Works and the U. S. Geological Survey. However, occasional sites have been studied in other of the eastern States.

As a member of the Seismological Society of America, the American Geophysical Union, etc., the Observatory cooperates with others in determining the location of epicenters, and monthly publications are sent to other Observatories throughout the world. Weston Observatory is the Central Station for the Northeastern Seismological Association to which data are sent from other Stations in northeastern United States and Canada for interpretation and compilation.

During World War II the Observatory was engaged by the Government in a study of submarine explosions, the effect of blast waves on edifices and seismic studies of meteorological phenomena. The Observatory has been credited by the Chief of the Weather Bureau with inaugurating the present Governmental study of hurricanes by seismic methods.

The College Year

The ordinary college year begins in September and ends with Commencement in June. The year is divided into two semesters of approximately eighteen weeks each.

The following is the list of the ordinary holidays which are granted during the course of the School Year:

November 1, Feast of All Saints; December 8, Feast of the Immaculate Conception; Ascension Thursday; Christmas and Easter vacations; October 12, Columbus Day; November 11, Armistice Day; Thanksgiving Day; February 22, Washington's Birthday; April 19, Patriots' Day; May 30, Memorial Day.

Special holidays may be granted at the discretion of the authorities of the College. These are usually the following: holiday in honor of the President of the College; holiday to mark the conclusion of the first semester of the school year.

The dormitories and dining halls will be closed during extended vacations.

Orientation Week

The first week of the scholastic year for Freshmen is known as "Orientation Week." During that time general lectures on curricula and extra-curricular activities are given by members of the faculty; Freshmen are assigned to their advisers for studies, whom they meet during this week. An Objective Placement test is given.

REGULATIONS

Class Hours and Attendance

The daily classes and lecture periods begin at 9:20 A.M., at which time all students must be in their respective classrooms.

Credit for a course will not be allowed if the record of attendance shows that the student has been present at less than 90% of the number of periods assigned for that course during each semester. In case of absence for a prolonged period due to illness or some other compelling cause, the application of this regulation may be modified by the Council on Standards upon the recommendation of the Dean; but in no case will more than twenty days of absence in either semester be allowed.

SCHOLASTIC REGULATIONS

Grades

A comprehensive examination in each course is given at the end of each semester.

Students who receive a passing grade in class work but fail the semester examination in a subject are conditioned. Conditioned students are granted re-examination unless the number of examinations in which the student has failed is such that the Dean recommends the student to withdraw from college. Failure in or absence from a condition examination becomes a deficiency.

Students who fail in both class work and semester examination are deficient. Students who fail in class work and do not receive in the semester examination a passing grade sufficiently high to give a semester average of at least 60% incur a deficiency.

Semester averages are computed as follows:

for Freshmen and Sophomores, class work 45%, semester examination 55%
for Juniors and Seniors, class work 40%, semester examination 60%

There is one exception to the above regulation, i.e., Junior Philosophy. This is divided into four treatises: Logic, Epistemology, General Metaphysics and Cosmology. Grades will be computed on a treatise rather than a semester hour basis.

A deficiency may be removed only by repetition of the subject in regular course at Boston College or in another approved college, either in the regular school sessions or during the summer school sessions. Credit will not be granted for such a course unless the consent of the Dean of the College or of the Freshman-Sophomore Dean was previously obtained.

No student may register for the Fall Semester who has not removed all deficiencies by the date on which the Fall semester opens.

A student who has incurred deficiencies in courses totalling more than six (6) semester hours credit will be dropped from the College. Should he be reinstated, he must repeat in class all the subjects in which he has failed and any other subjects which, in the discretion of the Dean, should be reviewed.

The passing grade in an individual subject is 60%, but no student who fails to obtain an annual average of 70% is entitled to automatic advancement to a higher class, or to graduation, if he is a senior. His advancement or graduation in such cases is at the discretion of the Dean.

Oral Examinations

JUNIOR: At the end of the junior year a comprehensive oral examination will be held in the various treatises of philosophy studied during the year. To be eligible for this examination it is required that a student should have passed successfully the examination given at the end of each treatise.

A student who fails the comprehensive oral examination in Junior Philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in Junior Philosophy.

SENIOR: At the end of the senior year a comprehensive oral examination will be held in all branches of philosophy studied during the year. To be eligible for this examination it is required that a student should have passed successfully all semester examinations in Senior Philosophy.

A senior who fails a comprehensive oral examination in philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in Senior Philosophy.

Absence from semester comprehensive examinations or from the treatise examinations in philosophy is recorded as such on the student's record. Absentee examinations will be given to students who were absent from comprehensive examinations. In such cases credit for the course with grade higher than the required passing grade of 60% may be given only to those students whose absences were excused by the Dean of the College.

A fee of five dollars (\$5.00) will be charged for such absentee examinations.

EXAMINATION PROCEDURE

General Rules

All examinations conducted at Boston College are governed by the following rules:

1. With the exception of writing material, i.e., pen and pencil, and such other materials as may be required, v.g., compass and ruler, no student may bring into the examination room anything that may in any way be interpreted as a help in the examination. All rough work is to be done in the blue book.

2. Absolute silence is to be observed during the entire examination. Should anyone leave the examination room before the signal is given for the end of the examination, he should do so without in any way communicating with the other students in the room.

No one may leave his seat until he has completed his examination, when, after submitting his examination book, he is to leave the room immediately.

3. There is to be no communication, direct or indirect, either by word or gesture, among the examinees.

4. There is to be no borrowing or lending during the examination.

5. After the signal for the beginning of the examination, no questions may be asked, either of the Proctor or of any other person in the room.

6. Students coming late for an examination will be admitted to the examination room. However, no additional time will be allowed for the completion of the examination.

7. No one may be admitted late to examinations if any student who was present for the beginning of the examination has left the examination room prior to the arrival of the late comer.

Notes

Violation of any one or any part of one of these regulations will be dealt with as follows:

For the first offense, loss of the examination paper and grade of zero with no right to further examination in the subject.

For the second offense, expulsion, regardless of the year during which the second offense occurs.

Attention of all students is called to the fact that the student's college record card carries a notation of expulsion and the reasons for the expulsion. Expulsion under this condition carries with it the penalty of dishonorable discharge and transcripts of record and recommendations sent out from the office will bear a similar notation.

Laboratory Work

Failure to complete the assigned laboratory reports in the various sciences renders a student ineligible for mid-year and final examinations in these branches.

Final Examinations

Seniors and Juniors must obtain from the Office of the Treasurer a card of admission to the Final Oral Examination in Philosophy. No one will be permitted to take the examination who does not present this card.

Sophomores and Freshmen must obtain from the Office of the Treasurer a card of admission to the final English examination. Without this card no one will be permitted to take this examination.

In the event that an examination is not taken at the time appointed, a delayed examination will be given at a later date. The fee for this examination is five dollars.

Class Standing and Promotion

The standing of a student in any subject is determined by the semester average. This average is obtained by adding together the marks received for

class recitations and class tests and the mark received in the comprehensive semester examination, according to the plan outlined previously.

The report of each student's class standing is sent to his parents or guardian at the close of each semester.

The student's rank is determined by positions in one of five grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; E below 60, deficient and unsatisfactory.

The student's standing for the year is determined by the Annual Average. This average is obtained by adding together the Semester Averages of the two Semesters, and dividing this sum by two. In accordance with this Annual Average, class honors and promotions are determined. Class honors are conferred on the following basis; "Summa Cum Laude," when the Annual Average is 95% or over; "Magna Cum Laude," when the Annual Average is between 90 and 94.9%; "Cum Laude," when the Annual Average is between 85 and 89.9%.

Semester Hour and Semester Hour Credit

The terms Semester Hour and Semester Hour Credit are employed in computing the amount of time which has been devoted to a subject in college, or the amount of work which has been done in a certain branch of study. In all cases where Semester Hours Credit is allowed, it is assumed that the course in question has been taken and passed successfully and that the student has received the mark which the College considers satisfactory for a passing mark. It is important, however, to observe that Semester Hours Credit, like Secondary School Units or Credits presented for admission to College, do not of themselves refer to the calibre of the courses in which credits are acquired; it is the responsibility of each college to guarantee the quality of the subject-matter studied in the various courses; Semester Hours and Semester Hours Credit regard only quantity; they merely represent the amount of time devoted to various branches and furnish a convenient method of computing the amount of work which in the judgment of the College authorities has been satisfactorily accomplished in a particular subject.

A Semester Hour represents a course which meets once a week throughout a semester. A Semester Hour Credit is the standard educational recognition given for a Semester Hour in any given subject. In ordinary lecture courses, the class period should be of at least fifty minutes duration; in cases in which the class period is conducted in the style of a conference or seminar, the period should be longer, or a greater number of them will be required to give an equivalent number of Credits; in all Laboratory work, the length of a period required to give a Semester Hour Credit is twice the length of the ordinary lecture period.

Since there is a minimum of fifteen weeks of class in each Semester, it follows that a Semester Hour Credit in any subject represents the completion of fifteen class periods in any given subject, or their equivalent in conference or seminar periods, or thirty periods of laboratory work. Repetitions in class, written examinations, quiz sessions and the like are not included in the computation of Semester Hours Credit.

Home Study

All the endeavors of the faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside

of class hours. Approximately nineteen hours a week are spent in class work, and approximately two hours a day should be spent in the preparation of each individual class assignment.

Parental Cooperation

The efforts of teachers and prefects will be much facilitated if parents and guardians will cooperate with them in maintaining discipline and insisting on obedience to regulations made for the purpose. Parents are therefore asked:

1. To insist that the required amount of time be devoted to home study.
2. To notify the Dean of Men immediately in case of withdrawal of their son or of necessary detention from, or late arrival at, class.
3. To give immediate attention to notification always sent by the Dean of Men in case of unexplained absence and also to any complaint registered by the Dean of Studies in regard to any considerable deficiency in class standing.

Student Activities

All activities, athletic or social, or of any other nature, which may be directly or indirectly identified with the College, are subject to the explicit and definite approval of the Dean of the College.

AWARDS

General Excellence

A gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded each year at the annual commencement.

The William Cardinal O'Connell Theology Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence William Cardinal O'Connell, is awarded at the annual commencement to the student who has attained the highest average in all courses of Theology studied during four years in the College of Arts and Sciences.

The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College.

The Reverend Edward H. Finnegan, S.J., Memorial Award

The Reverend Edward H. Finnegan, S.J. Memorial award, was founded by the Classes of 1949, 1950 and 1951 and his many devoted friends. It is given annually to the Senior who has best exemplified the spirit of the College Motto "Ever To Excel."

The Reverend Joseph M. Fitzgibbons Award

The Reverend Joseph M. Fitzgibbons Award, the gift of Reverend Joseph M. Fitzgibbons, Pastor of St. Jerome's Church, Arlington, Massachusetts, is awarded to the student who in the judgment of the Faculty has profited most by his stay at Boston College.

The Fulton Gold Medal

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, is awarded annually to the outstanding debater in the Fulton Prize Debate.

The Gargan Medal

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the outstanding debater in the Marquette Prize Debate.

The Leonard Award

One fifth of the year's net income on approximately twenty-thousand dollars is awarded annually through the Reverend John F. Leonard Trust to the winner of the Leonard Oratorical Contest. This contest is open to all students in the undergraduate courses at Boston College.

The Denis H. Tully Award

The Denis H. Tully Award, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded annually to a student of the College of Arts and Sciences for the best paper on a theological subject.

ADMISSION

ENTRANCE REQUIREMENTS

General Statement

Entrance requirements are administered by the Committee on Admissions. Applications for admission to Boston College must be filed with the Committee early in the final year of the applicant's secondary school studies, preferably by the middle of February, when the grades for the first half of senior year are available. After each application has been examined by the Committee on Admissions, the candidate will be notified of his eligibility for admission.

Registrants for the degrees of Bachelor of Arts and Bachelor of Science in the various sciences must present a high school diploma and written evidence that they have completed work in an accredited secondary school in the following areas: English (4 years), Language, Modern or Ancient, Mathematics, Science, Social Studies or other subjects which in the opinion of the Board of Admissions correlate with the course which the candidates intend to pursue.

The applicant's field of specialization will be determined in part by his high school preparation. The Committee on Admissions will consider the character, personality and health of each applicant and those who are judged to show promise of success in college studies will be declared eligible for admission.

Candidates who are in doubt as to their qualifications for admission should write to the Dean of Admissions for full information and advice. The Dean is always glad to consult with the principal, guidance director or student regarding the curriculum of an individual and advise ways in which the student's program may be adjusted to his particular needs.

The academic requirements for the various degrees are as follows:

Bachelor of Arts

Plane Geometry
English*

Latin**
Algebra

Other courses

Bachelor of Sciences in Biology, Chemistry, Physics and Mathematics.
English*
Science***

Plane Geometry
Algebra

Other courses

Bachelor of Science in History and Social Science.
English*

Algebra

Plane Geometry

Other courses

*Four years required.

**Three years required.

***Biology, Chemistry or Physics.

Method of Admission

Graduates of accredited high schools may be admitted (1) by certificating grades, (2) by entrance examination.

Candidates applying for admission without entrance examinations must submit certificating grades in two-thirds of the courses studied during four years of high school. The balance of courses must be of a grade above the passing grade of their school.

The certificating grade is usually determined by the particular high school. The privilege of certification is accorded to schools on the approved list of a State Department of Education or regional accrediting agency.

Students who are not certified by their high school must take a series of standard entrance examinations which are administered by Boston College. A fee of \$5.00 is charged for these examinations and payment of the fee should be forwarded upon receipt of formal notification that the candidate is eligible for entrance examinations.

Scholarships

Each year Boston College awards to incoming Freshmen a number of tuitional scholarships. These are awarded on the results of competitive examinations administered by the College. The examinations will include a standard aptitude test and achievement tests in those subjects required to enter the degree course elected. To qualify for this competition a candidate must (1) be eligible for entrance by certificating grades, and (2) be certified in those subjects in which his achievement is to be tested.

A list of all scholarships, their values and any restrictions which may be attached to the awarding of them may be found on pages ? ? ? *To Be Inserted Later*

For information on scholarships address the Dean of Admission with whom you have filed application for entrance.

Procedure of Candidates for Admission to Freshman Class

1. Candidate should secure a copy of the Boston College application form, which will be provided on request.

2. The candidate himself is to fill in properly and completely the information requested in the Boston College application form.

3. The candidate should attach the application fee to the completed application form.

4. Next the candidate is to take the application form to his secondary school principal with the request that the principal:

a) fill in the information requested from him in the application form.

b) mail the completed application form to the Boston College Registrar. (If a candidate has attended more than one secondary school, his scholastic record at each school should be sent by the respective principal or headmaster.) It is important that Secondary School Records should come *directly* from the office of the principal to the Boston College Registrar. Records brought by students will not be accepted as official.

5. When the candidate's application form has been received properly completed, the candidate will be notified of his status by the Boston College Registrar.

Note—To receive consideration for the Entrance (and Scholarship) Examinations, applications must be on file with the Boston College Registrar as near the middle of February as possible.

Admission to Advanced Standing

A candidate seeking to transfer to Boston College from another college of approved standing should apply in writing to the Registrar of Boston College. At the same time he should have forwarded to Boston College from the Registrar of the College last attended an official transcript of the subjects taken in that college. This done, he will be informed in writing of the action of the College in his regard.

*Annual Expense Requirements

Since this Institution is not endowed, it is normally dependent for support and development on the fees paid for tuition and for the other collegiate requirements. The following rules, therefore, must be strictly observed:

The payment of Tuition, Science, Insurance, and Registration Fees, is to be made by mail or in person, not later than the days assigned.

Bills as rendered are:

- (1) First Quarter—due on registration in September.
Tuition: \$112.50.

Insurance Fee: \$10.00.

Registration Fee: for Freshmen and New Students, \$10.00.

Total: For Upper Classmen, \$122.50, plus Science Fees; for Freshmen and New Students, \$132.50, plus Science Fees.

- (2) Second Quarter—due at beginning of second quarter.

Tuition: \$112.50.

*The following list of fees for tuition is to be effective starting September, 1952.

- (3) Third Quarter—due at the opening of the Second Semester.

Tuition: \$112.50 plus Second Semester Science Fees.

- (4) Fourth Quarter—due at beginning of Fourth Quarter.

Tuition: \$112.50.

This arrangement does not prevent students from making payments half-yearly or yearly in advance, if they should wish to do so.

No student will be allowed to enter any class at the beginning of each semester until his Class Card, which is issued at the Registrar's Office on arrival, has been countersigned by the Treasurer, indicating that all financial matters have been satisfactorily adjusted.

Holders of full Scholarships are not exempt from the payment of Registration, Insurance, and Science Fees at the time prescribed.

No refunds on Tuition or Laboratory Fees will be made after the first week of each semester.

If a student does not enter the year the Acceptance Fee is paid, this Fee is not applicable to any future year.

Students who are in arrears in payments at the end of either semester will be held out of one examination. This examination will be considered as an Absentee Test for which there is a \$5.00 charge.

Students are registered at the beginning of each semester. Tuition for the first or third quarter and all semester fees must be paid at this time.

Summary of Annual Expense Requirements

General Fees

Application Fee	\$ 5.00
Acceptance Deposit (not refundable)	25.00
Registration—new students (not refundable)	10.00
Late Registration—additional	5.00
Late Science Laboratory Registration	1.00
Tuition—payable quarterly in advance	450.00
Student Insurance	10.00

Special Fees

Absentee Test	5.00
Condition Examination	5.00
*Certificates, Marks, etc.	1.00
Change of Course	10.00
Change of Individual Subject	5.00
Inorganic Chemistry—per semester	10.00
Organic Chemistry—per semester	20.00
Physical Chemistry—per semester	15.00
Qualitative Analysis	15.00
Quantitative Analysis—per semester	15.00
Qualitative Organic Analysis	20.00
Biochemistry	20.00
**Physics—per semester	15.00
***Biology—per semester	20.00
Graduation	10.00
Special Students (per semester hour credit)	15.00
Extra Course (per semester hour credit)	15.00

*No transcript will be sent from the Registrar's Office during periods of Final Examinations and Registration.

**This fee applies to all Physics Fees except General Physics and Elec. Instruments, which fees are \$10.00 per semester.

***This fee applies to all Biology Courses other than Genetics and Invertebrate Zoology. This fee is \$15.00.

Each student taking one or more Chemistry courses must keep a \$15.00 breakage deposit at the Treasurer's Office. Damage to equipment or waste of chemicals by any student will be charged against his deposit. The laboratory fee covers rentals of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

Registration

To avoid confusion and delay caused by a misunderstanding on the part of the registrants, attention is earnestly directed to the fact that Registration and the adjustment of Tuition payments are not to be postponed to the opening day of classes. Students must register on the days assigned.

Method of Registration

On the days assigned for Registration, students should present themselves at the place designated for each class, where a set of printed cards will be issued to them. The student should not apply for a Registration Card unless he is prepared to make payment of his First or Third Quarter bill in full. These cards will indicate the assignments of the class sections for the coming year and will be stamped with the approval of the Dean's Office. All the information asked for on these cards for the College files should be filled in and the card shown to the Registrar for his approval.

The student should then present himself at the Treasurer's Office. All the cards excepting one will be kept at the Treasurer's Office. This is the student's Class Card and is shown to the Class Professors on the opening day of school.

No student will be allowed to enter class without this Class Card, stamped by the Dean's Office and countersigned by the Treasurer. Any student not present for the formal opening of classes should know that this absence will be counted among the limited number of absences which are allowed before a deficiency is incurred.

Payment of Bills

It is recommended that payments of tuition, etc., be made by check or Postal Money Order.

Checks should be made out for the proper amount of tuition and fees. All checks should be made payable to the Trustees of Boston College. Since personal checks will not be cashed, any surplus over the proper amount for tuition, fees, etc., will not be refunded.

N. B. Business with the Treasurer will be transacted only during office hours: Daily 9:00 A. M. to 4:00 P. M.

Saturdays, 9:00 A. M. to 12:00 M.

GENERAL DESCRIPTION OF COURSES AND REQUIREMENTS FOR DEGREES

Applicants are instructed to consider carefully their choice of course since no changes may be made after the course has been started.

The Jesuit system of education is based frankly on the fact that genuine education demands the supervision and control of trained, experienced educators, and is not a thing to be regulated by the inexperienced student himself. Keeping in view the essential distinction between collegiate and university education, as that of a general as distinguished from a special or professional education, the studies which have been found to be the best instruments for imparting this general education are prescribed; and these form the greater part of the curriculum. It is the immediate object of education which makes this course imperative. It aims at the preliminary development of the whole man as the essence of education and its only legitimate meaning. After this is attained, specialization along particular lines may properly follow.

The College of Arts and Sciences at Boston College at the present time confers two academic degrees, Bachelor of Arts (A.B.), Bachelor of Science (B.S.). The various individual courses of study in particular branches, which are to be found listed on pages ??-?? of this Bulletin, are consequently arranged in two groups, each one leading to one of these two degrees. Within the Bachelor of Science group, there are again seven groups, since all students registering for this degree are expected to major in Biology, Chemistry, Physics, Mathematics, Education, History or Social Sciences.

The Bachelor of Arts Degree

The Bachelor of Arts degree is awarded to those students who follow the traditional course in Jesuit Colleges. This course has always placed great stress on the ancient classical languages. The great works of the Latin and Greek poets, orators and dramatists form the subject matter, and the interpretation of those works according to a Christian philosophy of life has ever been an important part of the liberal arts course, according to the ideals of Jesuit education.

In addition to the study of the Classics, the candidate for the Bachelor of Arts degree must take courses in English, History, Mathematics, Modern Language and Physical Science. A complete course in Scholastic Philosophy is required of all, and throughout the four years. Theology is to be systematically studied.

The Bachelor of Arts Degree with Honors

The course leading to the Bachelor of Arts degree with Honors is reserved to those students, who, in the judgment of the College authorities are endowed with more than ordinary talent and are capable of the high grade work which the course requires.

A course in Greek language and literature is required of all students in this course. A minimum of two years of college Greek will be required of all students in this course who have made preliminary studies in this language during two or three years of High School. For those who enter without these preliminary studies in Greek, an intensive college course of two years duration will be provided.

In addition to this study of Greek, students working for the Bachelor of Arts Degree with Honors must, at the time of graduation, be found to have obtained a grade of "A" (90-100%) or "B" (80-90%) in thirteen (13) major courses, and a grade of at least "C" (70-80%) in three-fifths of the remaining courses. These grades will be determined partly by class work, partly by comprehensive oral and written examinations.

Applicants who begin or continue the study of Greek, and whose scholastic records in secondary schools give assurance that they will be able to meet these requirements, will be grouped in their Freshman Year into separate classes for the more extensive and more intensive work demanded for the Honors Course. In keeping with the greater capabilities of the students in these classes, and with the higher requirements of the Honors Course, these students will be required to cover a larger amount of matter in the various branches, both in classroom work and in assignments for personal work outside of class, than is ordinarily required for the other classes, and a much higher grade of work and more thorough and intensive application to assignments will be exacted of them. Any students in these classes who, at any point of the course, fail in the satisfactory performance of their work and make it clear that they will not be able to satisfy the requirements at the time of their graduation, will be dropped from the Honors Course and assigned to other classes.

Students in the Honors Course will be expected to do original and intensive work in the branches which they select as their chosen field for special study in their Junior and Senior Years.

A. B. Non-Honors With Greek

Students who elect the study of Greek, but whose scholastic qualifications do not give promise of meeting the requirements of the Honors Course, will be given substantially the same curriculum as prescribed for the Honors Course, but the treatment of the subject matter will be less intensive.

A. B. Degree with Mathematics

The courses leading to the Bachelor of Arts degree with Mathematics are identical with those in the Bachelor of Arts degree without Honors, with these exceptions: during Freshman year a course in History and in Sophomore year a course in Calculus are required in place of Greek. This sequence of courses in the Bachelor of Arts curriculum has been arranged for those students who are proficient in Mathematics and who desire to continue with advanced studies in this field.

Science Courses in the A. B. Curriculum

At least one course in Chemistry or Physics or Biology is required of all students in the Bachelor of Arts Curriculum. Every opportunity is given to the students to major in science. Mathematics is required of all.

Studies Preparatory to Professions which are Offered in the A. B. Curriculum

In order to prepare students in the Bachelor of Arts curriculum for entrance into professional schools after graduation from college a special program of studies is offered to meet the requirements of these institutions.

Pre-Legal Studies

Students who plan to enter Law School may elect courses in Economics, Government and History. No other courses are specified as Pre-Legal Studies, nor should too much stress be placed upon these branches to the detriment of the cultural subjects so necessary to all professions.

Pre-Medical and Pre-Dental Studies

Since certain courses, peculiar to the Pre-Medical and Pre-Dental students, are required in Freshman and Sophomore Years, candidates for Medical and Dental Schools must elect this program of studies before starting Freshman Year.

The following schedule has been accepted by the American Medical Association as the minimum requirement of credits for entrance to a Class A Medical School:

English	6	Hours
Inorganic Chemistry	8	"
Organic Chemistry	4	"
Physics	8	"
Biology	8	"
Foreign Language	8	"
Credit in Subjects other than Science	12	"
Additional College Credit to Total	60	"

Some colleges have arranged a schedule whereby pre-medical credits may be obtained in two years of study. But with the number of medical aspirants growing every year, few medical schools now admit students without a college degree. It is believed that the more extensive the preliminary education, and the consequent increase in culture, the better fitted the individual will be for success in the practice of his profession. The physician deals with life and death; he is constantly engaged in difficult cases involving honor or dishonor. To conduct himself under all circumstances with the circumspection and the heroism expected in one of his calling, there is imperative need of a thorough training in cultural subjects and especially in the principles of ethics, morality and religion. For this reason Boston College recommends that the pre-medical student take a full four year liberal arts course. Boston College does not accept students who wish to take only specifically pre-medical courses.

Candidates who wish to prepare for a dental school will follow either the A. B. Pre-Medical curriculum or the B. S. Biology curriculum.

Regulations Governing Medical School Applicants

1. *No recommendations will be written for medical schools unless a student has an 80% science average at the end of his Junior Year.*
2. A pre-medical student who incurs a deficiency in any science course in his first two years will be strongly recommended, in a letter, to withdraw from the pre-medical curriculum.
3. If a pre-medical student incurs a science deficiency in the first semester of his Freshman or Sophomore Year, he will be asked to change his course at the end of the scholastic year.

4. If a B. S. Biologist fails to maintain a 75% average in all of his subjects in Freshman or Sophomore Year, he will be recommended, by letter, to withdraw from that curriculum.

5. A Sophomore A.B. Pre-Medical student who does not attain a 75% average in General Chemistry will be strongly recommended by letter, to withdraw from the pre-medical curriculum.

Bachelor of Science Curriculum

The Bachelor of Science curricula at Boston College fall into two groups:

1. The B.S. in Natural or Physical Sciences is awarded to students who have specialized in Biology, Chemistry, Mathematics or Physics.

2. The B.S. in Social Sciences is awarded to students who have specialized in Economics, Education, Government, History, Modern Languages, Modern Psychology, or Sociology, but who have not followed the courses in the Classical Languages, which are required for the A.B. degree.

All candidates for the B.S. degree are required to take the same courses in Philosophy and Theology as are taken by the candidates for the A.B. degree.

Students who register for the Bachelor of Science courses must major in one of these departments, particularly in their Junior and Senior years, chiefly by the selection of elective courses in these and related subjects. In this group, also, many studies are common to all the students; however, since certain special courses peculiar to the smaller groups are necessary in Freshman and Sophomore years, it will be necessary for an applicant, before entering the College, to have made his decision as to which of the six he chooses to follow, and to indicate this at the time of his application.

Groups of Courses

Though there are only two academic degrees for which students are registered at the College, there are really twelve groups of courses offered by the College, each leading to a particular objective: (1) A.B. with Honors; (2) A.B. with Greek; (3) A.B. with Mathematics; (4) A.B. with Pre-Medical Studies; (5) A.B. (of any group) with Pre-Legal Studies; (6) B.S. in Biology; (7) B.S. in Chemistry; (8) B.S. in Physics; (9) B.S. in Mathematics; (10) B.S. in Education; (11) B.S. in History; (12) B.S. in Social Sciences.

Selection of Curriculum

Students applying for admission to the college will be expected to signify not only which of the two general groups (A.B. or B.S.) it is their intention to enter, but also they will find it necessary to indicate which curriculum within these two general groups they choose to follow.

Thus students registering for the Bachelor of Arts curriculum must choose whether or not they wish to take the Greek courses, and thus indicate whether or not they wish to attempt to qualify for the degree of Bachelor of Arts with Honors or for the degree of Bachelor of Arts without Honors. From the number of those who elect to take the courses in Greek, those students who in the opinion

of the Committee on Admissions are capable of outstanding work will be selected to form the class in the Honors Course. Since the College considers the curriculum including Greek as characteristic of its ideal in education, and looks upon the student who has successfully met the requirements of the Honors Course as the truest representative of its cultural tradition, it is expected that as many as possible will apply for enrollment in this course.

Students who are registering for the Bachelor of Arts curriculum should also choose in as many cases as possible whether or not they wish to take the pre-medical studies. Those who plan to take the pre-legal studies need not indicate this fact until Junior year.

Students who are registering for the Bachelor of Science curriculum will be required to choose whether they wish to join the scientific group, majoring in Biology, Chemistry, Physics or Mathematics or the group majoring in History or Social Sciences.

In some cases, this determination of the curriculum which the applicant will enter will be automatically made by comparing the Secondary School record which the student offers with the requirements for each group. But in cases in which this comparison leaves the applicant free, he may choose any one of the curricula which suits his purpose in coming to the College. In this very important choice, the applicant is expected to study this Bulletin and to consult with the Dean of Admissions or the Registrar of the College, who are prepared to interpret the prescriptions of the College, and to assist the applicant in making his choice. In any case in which the applicant has no definite and special reason for choosing one of the groups, he will be expected to follow the guidance of the College authorities, who will place him properly according to their judgment of his capabilities as shown by his record, and also in the light of his own preferences as expressed and explained to them.

Prescribed Curriculum

With these exceptions, the College prescribes the details of the curriculum. Hence, once a student has registered for a particular curriculum, or once he has joined a particular group within that curriculum, he may not at will change to another. Certain few exceptions may be possible but these are granted only after consultation with the Dean of Studies and the Heads of Departments involved. Furthermore, with the exception of the Elective courses in Junior and Senior years mentioned above, all students must follow the prescriptions laid down by the College in detail for each group.

Major Study in Electives

The candidates for a B.S. degree are required to determine their field of concentration upon entering Freshman Year or, at the very latest, at the end of Freshman Year. The candidates for the A.B. degree, with the exception of Pre-Medical and Pre-Dental, must select a major field of concentration towards the end of Sophomore Year. This choice is to be made with the advice and approval of their Faculty Advisor and is to determine their selection of elective courses. The major factors in this decision are the student's capacities and his prospective vocation in life.

A Major study comprises: (a) 18 semester hours of Upper Division instruction either in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject.

The main purpose of this Major study is to give unity to the Elective studies. In all cases it is plainly understood that whatever a student's Major may be, he is always obliged to follow all prescribed courses.

This arrangement of Elective studies will be so ordered that at the time of graduation, the student will be well equipped to continue with graduate studies in his chosen field.

The departments of study in which the Major or field of concentration is to be chosen are:

Biology	History
Chemistry	Pre-Legal Studies
Classics	Mathematics
Economics	Philosophy
Education	Physics
English	Psychology (Modern)
German	Romance Languages
Government	Sociology

BACHELOR OF ARTS
Greek Honors and Non-Honors

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
Greek 1-2 or 5-6	3 hrs.	3 hrs.	6
Latin 1-2	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	34

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
¹ Science (Chemistry 21-22, Biology 21-22 or Physics 21-22)	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Latin 21-22	3 hrs.	3 hrs.	6
Greek 21-22 or 23-24	3 hrs.	3 hrs.	6
	19 hrs.	19 hrs.	36

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	4
History 41-42	3 hrs.	3 hrs.	6
² Electives in field of concentration	6 hrs.	6 hrs.	12
	17 hrs.	17 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	4
² Electives in field of concentration	6 hrs.	6 hrs.	12
	16 hrs.	16 hrs.	32

¹ Choose one.

² Elective courses in the field of concentration may be chosen in the following:
English, Classics, Romance Languages, German, Economics, Education,
Government, History, Modern Psychology.

BACHELOR OF ARTS

Mathematics

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
History 1-2	3 hrs.	3 hrs.	6
Latin 1-2	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	34

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
¹ Science (Chemistry 21-22, Biology 21-22 or Physics 21-22)	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Latin 21-22	3 hrs.	3 hrs.	6
Mathematics 21-22	3 hrs.	3 hrs.	6
	19 hrs.	19 hrs.	36

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	4
History 43-44	3 hrs.	3 hrs.	6
² Electives	6 hrs.	6 hrs.	12
	17 hrs.	17 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	4
² Electives	6 hrs.	6 hrs.	12
	16 hrs.	16 hrs.	32

¹ Choose one.

² Elective courses in the field of concentration may be chosen in the following:
English, Classics, Romance Languages, German, Economics, Education,
Government, History, Modern Psychology, Mathematics.

BACHELOR OF ARTS
Pre-Medical and Pre-Dental

Note: Pre-Medical and Pre-Dental Students may also follow the courses outlined in the B.S. Biology Schedule on Page ? ?

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
¹ French or German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
Latin 1-2	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	19 hrs.	19 hrs.	36

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 23-24	3 hrs.	3 hrs.	6
Latin 21-22	3 hrs.	3 hrs.	6
Mathematics 21-22	3 hrs.	3 hrs.	6
	21 hrs.	21 hrs.	36

²**JUNIOR YEAR**

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	4
Biology 31-32	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 51-52	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	21 hrs.	21 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	4
Biology 101-102	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 63	2 hrs., 2 lab.		4
Chemistry 142		2 hrs., 2 lab.	4
	22 hrs.	22 hrs.	36

¹ Students who begin French or German in Freshman Year must take it for five periods a week for two semesters but will receive only three credits per semester.

² History 41-42 is to be taken by Juniors in 1952-1953.

BACHELOR OF SCIENCE IN MATHEMATICS

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
French or German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
History 1-2	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	19 hrs.	19 hrs.	36

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
French or German 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
	21 hrs.	21 hrs.	36

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	4
Mathematics Electives	6 hrs.	6 hrs.	12
Mathematics Elective or Allied Field	3 hrs.	3 hrs.	6
	17 hrs.	17 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	4
Mathematics Elective	3 hrs.	3 hrs.	6
Mathematics Elective or Allied Field	3 hrs.	3 hrs.	6
	16 hrs.	16 hrs.	32

BACHELOR OF SCIENCE IN BIOLOGY

Note: This sequence of courses may also be taken by Pre-Medical and Pre-Dental students.

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
¹ French or German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	23 hrs.	23 hrs.	38

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
History 23-24	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
Chemistry 25-26	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Biology 21-22	2 hrs., 2 lab.	2 hrs., 2 lab.	8
	20 hrs.	20 hrs.	32

²JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Biology 111 and 152	1 hr., 3 lab.	2 hrs., 2 lab.	8
Chemistry 51-52	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Theology 41-42	2 hrs.	2 hrs.	4
	22 hrs.	21 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Biology 101-102	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Biology 103	2 hrs., 2 lab.		4
Chemistry 142		2 hrs., 2 lab.	4
Theology 101-102	2 hrs.	2 hrs.	4
	22 hrs.	22 hrs.	36

¹ Students who begin French or German in Freshman Year must take it for five periods a week for two semesters but will receive only three credits per semester.

² Juniors in 1952-1953 must take History 41-42.

BACHELOR OF SCIENCE IN CHEMISTRY

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
¹ German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	—	—	—
	23 hrs.	23 hrs.	38

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
History 23-24	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
Chemistry 27-28	3 hrs., 3 lab.	3 hrs., 3 lab.	10
Biology 21-22	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Mathematics 31-32	3 hrs.	3 hrs.	6
	—	—	—
	26 hrs.	26 hrs.	40

²JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Chemistry 51-52	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Chemistry 121-122	3 hrs., 3 hrs. lab.	3 hrs., 3 hrs. lab.	8
Theology 41-42	2 hrs.	2 hrs.	4
	—	—	—
	21 hrs.	21 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Chemistry 161	1 hr., 2 lab.		3
³ Chemistry Elective		2 hrs.	2
Chemistry 112		2 hrs., 2 lab.	4
Chemistry Elective		2 hrs.	2
³ Chemistry 142 (Elective)		2 hrs., 2 lab.	4
Theology 101-102	2 hrs.	2 hrs.	4
	—	—	—
	17 hrs.	18 or 22 hrs.	31 or 33

In Senior Year the student majoring in Chemistry is guided in the study of some special topic in Chemistry in which he shows particular interest.

¹Students who begin German in Freshman Year must take it for five periods a week for two semesters but will receive only three credits per semester.

²Juniors in 1952-1953 must take History 41-42.

³As a second semester Elective, a Senior student may choose Ch. 142 (Biochemistry) or one of the other electives offered.

BACHELOR OF SCIENCE IN PHYSICS

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 3-4	3 hrs.	3 hrs.	6
¹ German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
Physics 3-4	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	23 hrs.	23 hrs.	38

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
History 23-24	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
Physics 31-32	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Mathematics 31-32	3 hrs.	3 hrs.	6
Physics 93-94	2 hrs.	2 hrs.	4
	18 hrs.	18 hrs.	34

²JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Physics 111 and 122	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Mathematics 141-142	3 hrs.	3 hrs.	6
Theology 41-42	2 hrs.	2 hrs.	4
	16 hrs.	16 hrs.	30

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Physics 151-152	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Physics 195	2 hrs.		2
Mathematics 150-151	3 hrs.	3 hrs.	6
Theology 101-102	2 hrs.	2 hrs.	4
	20 hrs.	18 hrs.	36

¹Students who begin German in Freshman Year must take it for five periods a week for two semesters but will receive only three credits per semester.

²Juniors in 1952-1953 must take History 41-42.

BACHELOR OF SCIENCE IN EDUCATION

NOTE: The Bachelor of Science in Education is no longer offered in Freshman Year in the College of Arts and Sciences. Consult the Bulletin of the School of Education.

SOPHOMORE YEAR	1st Sem.	2nd Sem.	Credits
English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
¹ Science (Chem. 21-22, Biology 21-22 or Physics 21-22)	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22	3 hrs.	3 hrs.	6
Education 21-22	3 hrs.	3 hrs.	6
	21 hrs.	21 hrs.	36

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Education Electives	3 hrs.	3 hrs.	6
Theology 41-42	2 hrs.	2 hrs.	4
Electives in Allied Field	6 hrs.	6 hrs.	12
	17 hrs.	17 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Education Electives	3 hrs.	3 hrs.	6
Theology 101-102	2 hrs.	2 hrs.	4
Elective in Allied Field	3 hrs.	3 hrs.	6
	16 hrs.	16 hrs.	32

¹Lecture hours and laboratory hours will vary according to the science selected.
Hours listed are for Chem. 21-22.

BACHELOR OF SCIENCE IN SOCIAL SCIENCES

NOTE: Students majoring in the following subjects are to select courses under direction according to this schedule.

Economics, History, Government, Modern Languages, Modern Psychology or Sociology.

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	4
History 1-2	3 hrs.	3 hrs.	6
English 5-6	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	34

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	4
¹ Science (Biology 21-22, Chem. 21-22 or Physics 21-22)	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22	3 hrs.	3 hrs.	6
Economics 1-2 or Sociology 31-32 or Government 31-32	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	36

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	4
Concentration	6 hrs.	6 hrs.	12
Elective in Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	4
Concentration	3 hrs.	3 hrs.	6
Elective in Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	16 hrs.	16 hrs.	32

¹Lecture hours and laboratory hours will vary according to the science selected.
Hours listed are for Chem. 21-22.

SPECIFIC DESCRIPTION OF COURSES

The various courses of instruction offered in the College are listed in this section of the catalogue in alphabetical order according to departments.

DEPARTMENT OF BIOLOGY

CHAIRMAN: Rev. Michael P. Walsh, S.J.

Associate Professor: Leon M. Vincent.

Assistant Professors: Rev. George F. Lawlor, S.J., Francis L. Maynard, Thomas I. Ryan, Bernard J. Sullivan.

Assistants: William V. Archambault, James P. Laughlin, Edward J. Novak, John V. Salzano, Gerald V. Spurr, Thomas V. Tobin.

The biological courses are planned to enable students to obtain a knowledge of living things, their structure and function, as a part of their general education, or as a thorough preparation for the study of Medicine, Dentistry or Graduate work in the Biological Sciences. The curriculum of the Premedical Students exceeds the entrance requirements of Medical Schools, and meets the demands of the Council on Education of the American Medical Association.

Bi. 21—Botany and Invertebrate Zoology

Biology and its subdivisions; protoplasm; the cell; mitosis and meiosis; vital functions; survey of the divisions of the Plant Kingdom; detailed study of representatives from the divisions including the histology of the vegetative and reproductive organs of Spermatophytes; survey of the Invertebrates; animal tissue; systems of organs; dissection of type specimens of the Invertebrates.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi. 22—Vertebrate Zoology

Classification and systematic study of representative Vertebrates; their characteristics; gross anatomy and physiology of various organs and systems.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi. 101—Comparative Vertebrate Embryology

Anatomy and physiology of reproduction; gametogenesis; early stages of development of the chick and mammalian embryo.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi. 102—Histology

Microscopic anatomy of the tissues and organs of the mammalian body.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Note: Courses marked Biology 21 and 22 satisfy the requirements for Medical and Dental Schools. Hence at least these two courses must be taken by all

students who wish to qualify for these schools. These courses may be taken by such students either in their Junior or in their Senior Year. However, such students who wish to enter Medical or Dental Schools are advised by the Department of Biology to follow the complete course outlined above which furnishes a better preparation for the professional schools. In this case, the students will take Biology 21 and 22 in their Junior Year, and in their Senior Year Biology 101 and 102.

Bi. 103—Genetics

The methods and principles of heredity.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Bi. 108—Microbiology

Study of bacteria yeasts, molds, protozoa, viruses, rickettsiae; culture and staining methods, biochemical activities, infection, immunity and serum reactions.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi. 111—Comparative Anatomy

Comparative study of the various classes of vertebrates.

One lecture and three laboratory periods per week for one semester.

Four semester hours credit.

Bi. 121—Histological Technique

Fixing, dehydration, infiltration, sectioning and staining methods of various animal tissues and organs. Assigned readings.

Three laboratory periods per week for one semester.

Three semester hours credit.

Bi. 131—Invertebrate Zoology

A study of the various classes of invertebrate animals with emphasis on their physiology and ecology.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi. 152—Comparative Physiology

A study of vital functions in various animals. The physico-chemical structure of protoplasm, regulation of cell contents and activities, membrane permeability, osmosis, imbibition, etc. Tissue, organ and system functions, including muscle physiology, respiration, circulation, digestion, excretion, and secretion. Metabolism of foods and vitamins. Nervous and endocrine control.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

DEPARTMENT OF CHEMISTRY

CHAIRMAN: Rev. Albert F. McGuinn, S.J.

Professor: David C. O'Donnell.

Associate Professors: André J. deBéthune, Ralph K. Carleton, Harold H. Fagan.

Assistant Professors: Rev. Joseph L. Barrett, S.J., Joseph Bornstein, Rev. Thomas P. Butler, S.J., Thaddeus J. Deszczynski, Truman S. Licht, Paul M. Maginnity, Timothy E. McCarthy, Robert F. O'Malley.

Assistants: Robert J. Carter, Walter H. Chick, Jr., Clement L. Kosloski, William H. McDermott, Walter T. Murphy, Herbert Shapiro, Robert D. Souffie.

Students who elect Chemistry as their Major must follow a prescribed curriculum which is planned to train the student for a professional career as a chemist. The following sequence of courses, found in summary on page 46, fulfils the recommended standards for such training. It is important to observe that a student may not take the advanced courses until he has fulfilled the prerequisites specified in the course descriptions which follow. Only the courses marked (Chemistry Majors) are prescribed for those majoring in Chemistry.

Ch. 11-12—Inorganic Chemistry. (Chemistry Majors)

A survey of the field of Inorganic Chemistry, comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed on the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter. For those students, who are majoring in Chemistry, the second semester is devoted largely to Qualitative Analysis as described in Chem. 25.

Two lectures, one recitation period and two laboratory periods per week for two semesters.

Eight semester hours credit.

Ch. 21-22—General Chemistry (Science Requirement)

(This course may not be substituted for Ch. 11-12 as a prerequisite for further chemistry courses.)

A survey of the fundamental principles of chemistry and their practical applications. In the first semester particular stress is placed on the method and reasoning of chemistry as a branch of technology and the application of theoretical principles to practical problems is emphasized in the second semester.

Two lectures, one recitation period and two laboratory periods per week for two semesters.

Eight semester hours credit.

Ch. 25—Qualitative Analysis. (Semi-Micro)

For those not majoring in Chemistry. A detailed treatment of ionic relationships and chemical equilibrium, as applied to solutions of electrolytes. Ordinary methods of separating and identifying the more common metallic and non-metallic ions in solution, in lecture and laboratory; each student analyzes several unknowns. The modern semi-micro technique is employed in the laboratory work.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Ch. 26—Quantitative Analysis

The theory, methods, and technique of volumetric procedures in quantitative analysis.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Ch. 27-28—Quantitative Analysis. (Chemistry Majors)

The essential principles and standard methods of Quantitative Analysis; the quantitative chemical relations involved in analysis illustrated by problem work; laboratory work aims at the acquisition of proper techniques for precise analytical work, and mastery of typical analytical methods. One hour per week will be devoted exclusively to application of algebra, analytic geometry and calculus to the problems of Analytical and Physical Chemistry.

Three lectures and three laboratory periods per week for two semesters.
Ten semester hours credit.

Ch. 51-52—Organic Chemistry. (Chemistry Majors)

The compounds of carbon and the generalized methods of synthesis accepted by the more recent texts. Particular stress is placed upon the significance of structural formulae, the classification of properties, and group reactions. The laboratory work involves the preparation of substances by the more common methods of synthesis, a study of type reactions and of class properties.

Three lectures and two laboratory periods per week for two semesters.
Eight semester hours credit.

Ch. 63—Quantitative Analysis (Pre-Medical)

Fundamental chemical laws, the main points of the theory of solutions of electrolytes as applied to volumetric analysis, with emphasis on the calculations involved in analytical work. In the laboratory, typical volumetric procedures are studied and the fundamental points of analytical technique are stressed.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Ch. 112—Physical Chemical Analysis. (Chemistry Majors)

A course utilizing instrumental methods of analysis, covering the principles of pH measurements, electrotitrations, polarography, spectrophotometry, and other optical methods that are currently applied to chemical analysis.

Two lectures and four hours laboratory per week for one semester.
Four semester hours credit. Prerequisite: Chem. 11-12, 27-28, 121-122.

Ch. 121-122—Physical Chemistry. (Chemistry Majors)

A study of the fundamental principles involved in chemical phenomena, and of the various factors which modify chemical and physical change. Problem work exemplifying these principles from a quantitative viewpoint is an important feature of the course. The laboratory experiments are selected to illustrate the principles studied.

Three lectures and three hours laboratory per week for two semesters.
Eight semester hours credit.

Prerequisite: Chem. 27-28; Math. 31-32; Physics 1-2.

Ch. 123—Physical Chemistry for Pre-medical Students

A course in the fundamental principles of physical chemistry that will be of value to the medical student. It will include the study of gases, liquids, solutions of electrolytes and non-electrolytes, oxidation and reduction, and the colloidal state. Problems and derivations will not require a knowledge of calculus.

Three lectures per week for one semester.

Three semester hours credit.

Prerequisite: Chem. 25 or 27; Physics 1-2; Math. 1-2 or 3-4.

Ch. 142—Biochemistry

An introductory course in biochemistry. It includes a detailed study of proteins, carbohydrates, and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances, and examination of milk, blood, and urine according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Prerequisite: Chem. 51-52; Chem. 27-28, 63 or 25.

Ch. 152—Organic Chemistry of High Polymers

A study of substances of high molecular weight, their structure, theory and methods of formation, physical properties and applications.

Two lectures per week for one semester.

Two semester hours credit.

Prerequisite: Chem. 51-52, 121-122.

Ch. 161—Qualitative Organic Analysis. (Chemistry Majors)

Primarily a laboratory course for advanced students, dealing with systematic methods for the identification of organic compounds. The student analyzes a number of simple and mixed organic compounds.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit.

Prerequisite: Chem. 51-52

Ch. 211*—Advanced Quantitative Analysis

This course will treat the fundamental chemistry of the elements from the standpoint of analysis, according to the periodic classification of the elements. Classical and recent methods of separation and analysis of the more common elements will be emphasized.

Two lectures per week for one semester.

Two semester hours credit.

Ch. 223*—Electrochemistry

The theory of electrolysis and the galvanic cell. Faraday's Laws. Conductance and transference. Free energy of electrochemical reactions. The measurement of pH. The chemical nature of strong and weak electrolytes. Irreversible phenomena, polarization and overvoltage.

Two lectures per week for one semester.

Two semester hours credit.

Ch. 224*—Thermodynamics

The first and second laws of thermodynamics. The entropy and free energy. The equilibrium of chemical reactions. The third law of thermodynamics. Elementary statistical mechanics. The tabulation of entropy and free energy for chemical compounds.

Two lectures per week for one semester.

Two semester hours credit.

Ch. 225*—Reaction Kinetics and Surface Chemistry

First, second, and third order reactions. The Arrhenius Equation and the energy of activation. The theory of absolute reaction rates. The properties of surfaces. Absorption and catalysis. The colloidal state.

Two lectures per week for one semester.

Two semester hours credit.

*Graduate courses open to qualified seniors with approval of the department.

Ch. 228*—Differential Equations for Chemists

A treatment of solutions of ordinary and partial differential equations with numerous applications to chemistry.

Two lectures per week for one semester.

Two semester hours credit.

Ch. 232*—Advanced Inorganic Chemistry

A precise and thorough examination of the physical and chemical properties of the elements and their compounds, presented in a correlative manner.

Two lectures per week for one semester.

Two semester hours credit.

Ch. 255*—Physical Organic Chemistry

The electronic theory and mechanism of organic reactions will be stressed.

Two lectures per week for one semester.

Two semester hours credit.

*Graduate courses open to qualified seniors with approval of the department.

DEPARTMENT OF CLASSICS

CHAIRMAN: Rev. Leo P. McCauley, S.J.

Professors: Joseph P. Maguire, Rev. Oswald A. Reinhalter, S.J.

Associate Professors: Augustine L. Keefe, Rev. Joseph M. F. Marique, S.J., John F. Norton, Rev. John J. Sampey, S.J.

Assistant Professors: Malcolm McLoud, Rev. Paul S. McNulty, S.J.

Instructor: John J. Fitzgerald.

The courses offered in the classics are organized into two distinct groups according to a fundamental difference of approach and treatment.

The lower-division courses (1-99) are designed primarily for cultural formation, or general education, and are intimately linked with the basic lower-division courses in the Department of English (En. 1-2, 21-22). In these courses the writings studied are viewed primarily as literature and as important documents of the human spirit.

The upper-division courses (101-199) are offered to qualified students who wish proximate preparation for graduate study and professional work in the field of classics. Some of these courses are text courses in which scientific scholarship is the direct interest, while others aim at a more particular study of some of the broader aspects of ancient civilization, evaluating them in the light of modern research. Students preparing for graduate study are recommended to concentrate on text courses.

GREEK

Gk. 1-2—Elementary Greek

This course for Freshmen introduces students beginning the study of Greek in college to Attic Greek. It stresses grammar and vocabulary drill, and includes suitable reading exercises and simple prose composition.

(Honors students have additional reading assignments in selected passages from Greek prose authors.)

Three periods per week for two semesters.

Six semester hours credit.

Gk. 3-4—Introduction to Homeric Greek

This course for Freshmen is an alternative course for students beginning the study of Greek in college. It introduces them to the Homeric dialect, stressing grammar, vocabulary drill, and suitable reading exercises.

(Honors students have additional reading assignments in selected passages from the Homeric epics.)

Three periods per week for two semesters.

Six semester hours credit.

Gk. 11-12—Intermediate Greek

Prerequisite: Gk. 1-2.

This course for Sophomores is devoted to the study of the *Olynthiacs* and *Philippics* of Demosthenes, with attention to grammar and to literary and rhetorical analysis. The course may include the rapid reading of a play by Euripides, such as *Alcestis*, *Hecuba*, or *Medea*.

(Honors students have additional assignments in the life, political activities, and statesmanship of Demosthenes and in the origin and development of Greek rhetoric and oratory. Sight translation and prose composition.)

Three periods per week for two semesters.

Six semester hours credit.

Gk. 13-14—Readings in Homer

Prerequisite: Gk. 3-4.

This course for Sophomores is a study of selections from the *Iliad* and *Odyssey*, with attention to literary analysis.

(Honors students have additional assignments in the historical background of the epics and the Homeric question. Sight translation.)

Three periods per week for two semesters.

Six semester hours credit.

Gk. 21-22—Greek Humanistic Writings

Prerequisite: Two or three years of high school Greek.

This course for Freshmen is devoted to the study of the *Olynthiacs* and *Philippics* of Demosthenes, or selections from Herodotus and Thucydides, or the *Apology* or *Crito*, of Plato, with attention to grammar and to literary analysis. The course may include the rapid reading of a play of Euripides, such as *Alcestis*, *Hecuba*, or *Medea*, or selections from the Greek lyric poets.

(Honors students have additional assignments in the life, political activities, and statesmanship of Demosthenes and in the origin and development of Greek poetic art. Sight translation and prose composition.)

Three periods per week for two semesters.

Six semester hours credit.

Gk. 31-32—Greek Persuasive Writings

Prerequisite: Gk. 21-22.

This course for Sophomores is devoted mainly to the study and rhetorical analysis of the *Crown Oration* of Demosthenes, with attention to the historical background and oratorical art of the speech. The course includes the rapid reading of a play of Aeschylus, such as *Agamemnon* or *Prometheus Bound*, or of Sophocles, such as *Antigone*, *Oedipus*, *Tyrannus*, or *Philoctetes*.

(Honors students have additional assignments in Aeschines' *Speech against Ctesiphon* and in the origin and development of Greek rhetoric and oratory. Sight translation and prose composition.)

Three periods per week for two semesters.

Six semester hours credit.

Gk. 101-102—Greek History

This course surveys the main currents of Greek history to the fall of Corinth in 146 B.C. The lectures are supplemented by readings and reports in the Greek historians. *Not offered* 1951-1952.

Three periods per week for two semesters.

Six semester hours credit.

Gk. 105-106—Greek Literary Criticism

This course is a general study of the history of Greek critical thought, with special reference to Aristotle's *Poetics* and *Rhetoric*, Demetrius' *On Style*, Dionysius'

On Literary Composition, and Longinus' *On the Sublime*. Consideration is given to the later development at Rome and to modern interpretation. *Not offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Gk. 145-146—Greek Literature in Translation

Reading and study, in good English translations, of selections from the entire field of Greek literature. *Not offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Gk. 161-162—Greek Political Theory I

This course offers a careful study of Greek thought on government and education, as expressed in the *Republic*, *Statesman*, and *Laws* of Plato. *Offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Gk. 163-164—Greek Political Theory II

This course offers a careful study of Greek thought on government and education, as expressed in the *Ethics and Politics* of Aristotle, and in the *Antidosis* and *Nicocles* of Isocrates. *Offered alternate years.*

Three periods per week for two semesters.
Six semester hours credit.

Gk. 167-168—Thucydides

This course is devoted to a study of the Peloponnesian War, with extensive readings in Thucydides. Epigraphical evidence bearing on the text of Thucydides will also be considered. *Offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Gk. 199—Readings for Prerequisites

Assignments to be done under direction. The number of credits will depend on the judgment of the director.

LATIN

Lt. 1-2—Elementary Latin

This course for Freshmen introduces students beginning the study of Latin in college to the basic elements of Latin grammar, with a view to early reading of connected prose. *Not offered 1951-1952.*

Five periods per week for two semesters.
Six semester hours credit.

Lt. 11-12—Intermediate Latin

Prerequisite: Lt. 1-2.

This course for Sophomores is devoted to the study of selections from Cicero, such as *Pro Archia*, *Pro Lege Manilia*, *Pro Marcello*, or *Pro Ligario*, with attention to grammar and literary and rhetorical analysis. The course may include selections from Livy and Tacitus, or from Catullus, Horace, and Juvenal. *Not offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Lt. 21-22—Latin Humanistic Writings

Prerequisite: Three or four years of high school Latin.

This course for Freshmen is a literary study of selections from Cicero, such as *Pro Archia*, *De Amicitia*, or *De Senectute*, or from Livy, Books I, XXI, or XXII. The course includes selections from Horace's *Odes*, *Epodes*, and *Ars Poetica*, Catullus' *Carmina*, or Vergil's *Aeneid*.

(Honors students have additional assignments in the authors of the Golden Age. Sight translation and prose composition.)

Three periods per week for two semesters.
Six semester hours credit.

Lt. 31-32—Latin Persuasive Writings

Prerequisite: Lt. 21-22.

This course for Sophomores is devoted to the literary and rhetorical study of selections from the satires of Horace and Juvenal, or epigrams of Martial, and from the *Agricola*, *Germania*, or *Annals* of Tacitus, or *Pro Lege Manilia*, *Pro Milone*, or *Pro Ligario* of Cicero. The course may include selections from Quintilian, Book X, or Cicero's *De Oratore*.

(Honors students have additional assignments in the authors of the Silver Age. Sight translation and prose composition.)

Three periods per week for two semesters.
Six semester hours credit.

Lt. 101-102—Survey of Latin Literature

This course offers a general view of the historical development of Latin literature. It affords an opportunity for extensive reading and critical appreciation of representative masterpieces from the earliest times to the end of the Silver Age. *Not offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Lt. 113-114—Roman Historians

This course is devoted to extensive reading in Sallust, Livy, and Tacitus, with the study of special problems in each author. *Offered 1951-1952.*

Three periods per week for two semesters.
Six semester hours credit.

Lt. 143-144—Roman Elegiac Poets

Reading and study of selections from Catullus, Propertius, Tibullus, and Ovid. The course will be supplemented by the study of notable Christian hymns. *Offered* 1951-1952.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 151-152—Roman Philosophers

This course offers an introduction to the philosophical background of Latin literature and a consideration of the influence of post-Aristotelian philosophies at Rome. Selections for discussion will be taken from the writings of Lucretius and Cicero. *Not offered* 1951-1952.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 191-192—Latin Prose Composition

This course includes a review of Latin grammar and offers practice in imitative and in original composition in various prose styles. This course is recommended for prospective teachers of Latin. *Offered* 1951-1952.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 199—Readings for Prerequisites

Assignments to be done under direction. The number of credits will depend on the judgment of the director.

Cl. 101-102—Classical Civilization

This course is a general cultural course offered by the Department of Classics for students in the Education, History, and Social Science divisions of the Bachelor of Science curricula. It supposes no knowledge of either the Greek or the Latin languages.

The course treats of the historical development of ancient peoples, considering the origins of civilization, the growth of organized religious, social, and political institutions, and the public and private life of the remarkable human beings from whom the cultural traditions of modern Western civilization are derived. The lectures will be supplemented by extensive readings in the masterpieces of ancient literature in the best of modern English translations. *Not offered* 1951-1952.

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF ECONOMICS

CHAIRMAN: Rev. W. Seavey Joyce, S.J.

Professors: Franz K. Balling, Rev. James L. Duffy, S.J. Tihamer I. Fabinyi, Stephen J. Petery.

Associate Professor: Donald J. White.

Assistant Professor: Philip F. Garity.

Instructors: Raymond J. Aherne, Rev. James T. Creamer, S.J., Stanley J. Dmohowski, Christopher J. Flynn, Rev. John J. Murphy, S.J.

Visiting Lecturer: Francis E. McElroy.

Assistants: Carl J. Maddaleni, John F. Richard, William J. Smith, Jr., Donald J. Wenger.

Ec. 1—Principles of Economics I

Foundations and basic concepts and terms of the Science of Economics and its relation to Ethics; factors of production; forms of the business enterprise; price formation under various market situations; functional and personal distribution of income; large scale organization; combination, monopoly and unfair competition.

Three periods per week for one semester.

Three semester hours credit.

Ec. 2—Principles of Economics II

Trade unions, unemployment, social security; money, banking, business cycles; Government borrowing and creation of national income; public finance; agricultural and transportation problems; interregional and international trade, international economic policy.

Three periods per week for one semester.

Three semester hours credit.

Ec. 101—Economic Theory

This course implements to an important degree the Principles of Economics course. It examines the determination of price and output under pure and monopolistic competition; the functional distribution of income; the nature, determination and fluctuations in the level of national income. Analysis of modern writers: Chamberlin, Stigler, Keynes and others.

Three periods per week for one semester. Seniors only.

Three semester hours credit.

Ec. 121—Economic Statistics

Statistical data and techniques; collection, tabulation, charting, tools of analysis. Special reference to their economic application. Lectures, readings, problems, laboratory work.

Four periods per week for one semester.

Three semester hours credit.

Ec. 132—American Economic History

Development of economic life in the United States; agriculture, industry, commerce and trade, public utilities, banking and other institutions.

Three periods per week for one semester.

Three semester hours credit.

Ec. 141—Labor Economics I

Organization, Growth and Functions of Unionism in the United States.

Basic causes of unionism, and their historical development; characteristics of modern union organization; impact of union policies on labor market and national income; union-management cooperation; various theories on "Labor's Share." The economic implications of collective bargaining.

Three periods per week for one semester.

Three semester hours credit.

Ec. 142—Labor Economics II

(Ec. 141—Labor Economics I a prerequisite.)

Labor and the Public Interest in the United States.

Evolution of public policy toward unionism in the United States since 1827. Wage, hour, employment legislation; Court decisions. Impact of changing social structure and legal thinking in America on "the right to organize". Current labor abuses and alternative public solutions.

Three periods per week for one semester.

Three semester hours credit.

Ec. 145—Industrial Relations

A study of industrial relations in commerce and in industry, and an examination and appraisal of the theory, programs, and procedures of dealing with employees in organized and unorganized companies. This course will include a study of the historical background of industrial relations, an examination of employee morale, companies' objectives, policies, and programs concerning industrial relations, the employment function, opportunity within employment, and developing understanding and effective foremanship. Finally, there will be discussions concerning economic security, remuneration, collective bargaining, and union-management cooperation.

Three periods per week for one semester.

Three semester hours credit.

Ec. 148—Social Welfare

This course is a survey of the field of social welfare, and an introduction to the profession of social work, through study in some detail of the objectives and processes of case work, group work, community organization, social work administration, social planning and personnel. The programs of modern social work under governmental and voluntary auspices will be analyzed to evaluate their effectiveness in meeting social needs.

Three periods per week for one semester.

Three semester hours credit.

Ec. 151-152—Government and Industry

A critical analysis of the role of government in protecting, controlling, and regulating business enterprise; examination and interpretation of the Interstate Commerce Act, Federal Communications Act, Anti-Trust Laws, Fair Trade Practices Act and other national and state legislation which has had an intimate bearing upon the economic life of business and the community. The importance of constitutional and legal concepts in the solution of governmental economic problems will be emphasized through lecture materials, adequate readings, and problem discussions.

Three periods per week for two semesters.

Six semester hours credit.

Ec. 161—Money and Banking

The nature, function, and determination of the value of money. Foreign exchange and theory of credit. Money, investment and employment. Modern monetary problems: Bretton Woods, exchange depreciation.

Three periods per week for one semester.

Three semester hours credit.

Ec. 162—Money and Banking

(Economics 161 not necessarily a prerequisite.)

Purpose and function of banking. Analysis of single banks and banking systems; Central Banking, Study of Federal Reserve system compared with English, French Systems.

Three periods per week for one semester.

Three semester hours credit.

Ec. 165—Public Finance

Fiscal administration and the budget. Public expenditures. The public debt and its management. Public revenues. Problems of taxation. Fiscal policy and full employment.

Three periods per week for one semester.

Three semester hours credit.

Ec. 171-172—International Economics: foreign trade and world finance

Description of composition, quantity and nature of foreign trade; role of government in foreign trade and nationalistic restraints on trade; theories of international trade; balance of international payments; foreign exchange, practice and policy considerations; international capital investment; populations, and natural resources; current international economic developments.

Three periods per week for two semesters.

Six semester hours credit.

Ec. 181—The Financing and Control of Corporations I

A study of the individual enterprise in a capitalistic economy; the nature of the corporation and the process of incorporation; the economic aspects of the corporate enterprise. Business reorganization and enterprise in the modern economy, its economic and legal aspects. Unresolved problems of corporate enterprise in the modern economy.

Three periods per week for one semester.

Three semester hours credit.

Ec. 182—The Financing and Control of Corporations II

(Ec. 181 a prerequisite.)

A study of modern industrial organization, dealing primarily with the problems of business combination, marketing practices, and price making under quasi-monopolistic conditions. The development of public policy in the United States from common-law origins; federal anti-trust legislation and its judicial interpretation; regulation of business practice through the Federal Trade Commission. Our traditional policy of preserving competition as a means of regulating private business compared with other systems of control.

Three periods per week for one semester.

Three semester hours credit.

Ec. 185—Accounting Principles I

Principles of bookkeeping; adjustments; preparation and analysis of working papers and statements; some aspects of system building including the voucher system.

Three lectures and one laboratory hour per week for one semester.

Three semester hours credit.

Ec. 186—Accounting Principles II

(Ec. 185—Accounting Principles I a prerequisite.)

Development of accounting techniques; special columns, books and combinations. Comparative analysis of statements; special problems such as fire loss, depreciation, and inventory control.

Three lectures and one laboratory hour per week for one semester.

Three semester hours credit.

DEPARTMENT OF EDUCATION

CHAIRMAN: Rev. Charles F. Donovan, S.J.

Assistant Professors: Francis M. Buckley, Francis X. Guindon, Francis E. Murphy.

Assistants: Thomas R. Gregory, Vincent L. Hawes, Paul A. Lauzon, Frank L. Maiuri, George E. Port, Jr.

Ed. 21—Principles of Education

An orientation course for prospective teachers, affording an overview of such educational areas as the school in society, the teacher and school administration, the functions and opportunities of the teacher, teaching as a profession.

Three periods per week for one semester.

Three semester hours credit.

Ed. 22—History of Education

A survey of educational institutions, movements, and thought from ancient Hebrew, Greek, and Roman times to the present. Emphasis will be placed both upon education as a factor in cultural history and upon the educational experience of the past as an interpreter and guide for the present.

Three periods per week for one semester.

Three semester hours credit.

Ed. 42—Advanced Logic

The problem of the certitude of our cognitions is here treated. The sources and the nature of certitude and the criterion of truth are established. Study is made of the philosophy of Descartes, Kant, the Positivists and Pragmatists on the problem of cognition.

Six periods a week for one-half semester.

Three semester hours credit.

Ed. 101—Philosophy of Education

This course considers fundamental educational problems: the nature of the learner, the agencies responsible for education, the rights of parents, Church, and state regarding education, and the philosophical aspects of curriculum and methodology.

Three periods per week for one semester.

Three semester hours credit.

Ed. 102—Modern Educational Thought

An examination of the philosophy underlying educational movements in the twentieth century.

Three periods per week for one semester.

Three semester hours credit.

Ed. 103—Advanced Empirical Psychology

Empirical study of the sensitive life of man; nature and properties of sensation. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant, Spencer. Scholastic Doctrine.

Empirical study of intellectual life; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; freedom of the will.

Four periods per week for one-half semester.

Two semester hours credit.

Ed. 104—Advanced Rational Psychology

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psycho-physical activities of man. Creation of soul; refutation of anthropologic evolution.

Four periods per week for one-half semester.

Two semester hours credit.

Ed. 105—Special Ethics

Man's duties to Creator, self, neighbor. Right of ownership; Communism and Socialism; property, wills, contracts; capital and labor; trade unions; strikes. Society, domestic and civil; functions of parents, civil government; international law; nature and justice of war; pacifism; arbitration.

Four periods per week for one semester.

Four semester hours credit.

Ed. 107—Educational Sociology

Investigation of social problems from the educational viewpoint, group needs and adjustment.

Three periods per week for one semester.

Three semester hours credit.

Ed. 109—Orientation in Education

An introductory course for those who have had no previous acquaintance with the field of professional education. Problems of philosophy, psychology, curriculum, administration and teaching will be treated generally. This course is recommended to students who can fit only a few education courses into their schedule.

Three periods per week for one semester.

Three semester hours credit.

Ed. 111—Education and Democracy

A review of recent literature regarding the function of the school in society. Conflicting theories of the nature of democracy will be considered.

Three periods per week for one semester.

Three semester hours credit.

Ed. 112—Religion and Spiritual Values in American Education

A study of the historical and legal position of moral and religious teaching in American education. Recent proposals and debates in this field will be discussed.

Three periods per week for one semester.

Three semester hours credit.

Ed. 114—Contemporary Problems in Education

This course will consider the historical background and philosophical implications of a variety of live issues in American education, such as federal aid, religious instruction, the influence of the National Education Association, teacher strikes, and Life Adjustment Education.

Three periods per week for one semester.

Three semester hours credit.

Ed. 129—History of Western Education

A study of the social, political, cultural, and ideological influences affecting the development of western education from the ancient Greek and Roman civilizations through the flowering of Medieval Christianity to the divergent patterns of modern education. The development of the institutional types, the contributions of leading educators, and the educational importance of historical events will be stressed.

Three periods per week for one semester.

Three semester hours credit.

Ed. 130—History of American Education

An historical inquiry into the origin and development of the American schools, both public and private. Among the topics discussed are: early Colonial schools; the influence of leading educators; the evolution of new types of schools; the adjustment of schools to changing conditions; current trends in American education.

Three periods per week for one semester.

Three semester hours credit.

Ed. 131—Educational Classics

A course combining the philosophy and history of education. Selected writings from Plato's *Republic* to Pope Pius XI's *Divini Illius Magistri* will be analyzed and compared.

Three periods per week for one semester.

Three semester hours credit.

Ed. 141—Educational Psychology

A consideration of developmental tendencies, the nature and organization of intelligence, the learning process and factors influencing learning, motivation, transfer of training.

Three periods per week for one semester.

Three semester hours credit.

Ed. 143—Modern Psychologies and Education

Practical classroom implications of several modern psychologies, including Connectionism, Behaviorism, Gestalt, and scholastic psychology.

Three periods per week for one semester.

Three semester hours credit.

Ed. 149—Elementary Educational Statistics

An introductory course in the statistical procedures employed in educational problems and research.

Three periods per week for one semester.

Three semester hours credit.

Ed. 153—Educational Tests and Measurements

The uses, administration and interpretation of educational achievement tests.

Three periods per week for one semester.

Three semester hours credit.

Ed. 154—Psychometrics

An introduction to individual mental testing. Practical experience in giving tests. Survey of psychological methods of measuring human traits.

Three periods per week for one semester.

Three semester hours credit.

Ed. 156—Improvement of Reading in the Upper Grades

A detailed study of the problems presented by reading difficulties at the secondary school level. Study and discussion of remedial procedures for retarded cases.

Three periods per week for one semester.

Three semester hours credit.

Ed. 157—The Improvement of Secondary School Instruction

This course is designed to assist prospective secondary school teachers to develop facility in the newer methods of teaching and to give them an understanding of the latest trends in teacher improvement. Class meetings will include discussion of self-evaluation scales, rating scales, inservice teacher education programs, and current teaching materials. Practical experience in source-unit construction will be part of the course.

Three periods per week for one semester.

Three semester hours credit.

Ed. 158—The Pupil, Teacher, and Curriculum of the Secondary School

A study of the modern secondary school, emphasizing the nature of the pupil and the responsibilities of the teacher as related to the curriculum. Critical consideration will be given to traditional, integrated, and progressive curricula.

Three periods per week for one semester.

Three semester hours credit.

Ed. 159—Techniques of Teaching in the Secondary School

An analysis of the methods and practices appropriate to secondary school teaching. Among the topics emphasized are: types of learning activities; the organization of courses of instruction; specialized classroom methods; the stimulation of classroom activities; measuring the results of teaching.

Three periods per week for one semester.

Three semester hours credit.

Ed. 161—General School Administration and Organization

This course will present the principles governing the organization, conduct, and administration of elementary, junior and senior high schools, and special classes. The purpose and aim of each level will be critically examined; proper integration and articulation suggested; problems of the pupil and teacher analyzed. Relation and responsibility of the school system to the parent and the State.

Three periods per week for one semester.

Three semester hours credit.

Ed. 171—Principles of Guidance

This is a basic course which includes an introduction to guidance, a study of education viewed in the light of guidance both in activities and attitudes, and a discussion of the chief functions of guidance.

Three periods per week for one semester.

Three semester hours credit.

Ed. 177—The Place of Audio-Visual Aids in Education

Demonstration lessons supplemented by discussions and readings will acquaint students directly with the basic principles and approved practices of audio-visual instruction. Specific information will be presented concerning the availability and employment of such newly refined teaching aids as sound films, filmstrips, glass slides, recordings and broadcasts.

Three periods per week for one semester.

Three semester hours credit.

Ed. 178—Principles of Physical Education

This course is a survey intended to give students a grasp of the fundamentals of physical education. This will be done through coverage of the following four main areas: (1) philosophy and principles of physical education, (2) program planning, (3) organization and administration, and (4) evaluation.

Three periods per week for one semester.

Three semester hours credit.

Ed. 179—Speech for the Classroom Teacher

Training in voice and diction necessary for optimum classroom effectiveness. Recordings and analyses of impromptu and prepared lectures. Exercises and methods for the development of accurate and pleasing speech habits in the normal child. Materials and techniques of speech correction for the handicapped child.

Three periods per week for one semester.

Three semester hours credit.

Ed. 190—Observation and Student Teaching

This course is designed for advanced, qualified undergraduates who aspire to secondary school teaching positions. Each student must complete fifty hours of observation of competent teachers and seventy-five hours of supervised practice teaching in selected secondary schools. Student teachers will be evaluated by a critic teacher or principal, and by a member of the Boston College Department of Education. Student teachers will meet once a week with the instructor to discuss common teaching problems.

Three semester hours credit.

Ed. 197-198—Modern Art and Modern Society.

Drawing, Painting, Sculpture and Architecture of the 19th and 20th centuries, with the analysis of the forces in our recent and contemporary society which brought them into being. Clarification of such movements as Impressionism, Expressionism, Pointilism, Cubism, Realism, Abstractionism and Surrealism. Social, political and ideological propaganda, as found in modern art movements. Outstanding men, their works and their philosophies.

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF ENGLISH

CHAIRMAN: Rev. John A. O'Callaghan, S.J.

Professors: P. Albert Duhamel, Edward L. Hirsh.

Associate Professor: John F. Norton.

Assistant Professors: Rev. Daniel N. Dwyer, S.J., Bernard P. Farragher, George F. G. Grob, Rev. Paul S. McNulty, S.J.

Instructors: John J. Fitzgerald, Albert M. Folkard, Thomas F. Hughes, Weston M. Jenks, Jr., Joseph M. McCafferty, Francis W. Sidlauskas, William J. Sipsey, Rev. Francis W. Sweeney, S.J.

Assistants: Edward F. Callahan, Jr., Thomas G. Cody, Thomas A. Knowlton, John L. Mahoney, George A. Ryan.

En. 0—Remedial

A review of English fundamentals with emphasis on the sentence, the paragraph and spelling.

Obligatory for any student recommended by the Faculty.

En. 1-2—Composition and Poetry

Prose composition. A study of the qualities of style. Narration, Description and Essay.

Poetry. The nature and types of poetry. Principles of versification, the emotional and intellectual elements of poetry.

Three periods per week for two semesters.

Six semester hours credit.

En. 3—Public Speaking

A study of expression including articulation, enunciation, stage-presence and logical development of subject-matter.

One period per week for two semesters.

En. 5—Survey of English Literature

A general survey of English Literature up to and including the time of Milton.

Three periods per week for one semester.

Three semester hours credit.

En. 6—Survey of English Literature

A general survey of English Literature from the age of Milton up to and including the rise of Contemporary Literature.

Three periods per week for one semester.

Three semester hours credit.

En. 21-22—Oratory and Shakespeare

The theory and practice of oratorical composition. The qualities of oratorical style. Argument, persuasion, analysis and stylistic study of oratorical masterpieces.

Shakespeare. A study of selected tragedies of Shakespeare for their dramatic and oratorical value.

Three periods per week for two semesters.

Six semester hours credit.

En. 90—Survey of English Literature

Six semester hours credit in English Literature Survey is required of all *majoring* in English.

Three periods per week for two semesters.

Six semester hours credit.

En. 121-122—Shakespeare

The literary and theatrical backgrounds of Shakespeare's work with concentration on selected plays representative of his technique and development.

Three periods per week for two semesters.

Six semester hours credit.

En. 123—Non-Dramatic Literature of the Renaissance

A survey of the poetry and prose of the sixteenth century with a close study of More's *Utopia*, Spenser's *Fairie Queene*, Sidney's *Defense of Poetry* and the Elizabethan Sonnet sequences.

Three periods per week for one semester.

Three semester hours credit.

En. 125A—The Age of Johnson

The age of Pope; the rise of the periodical essay (Addison and Steele); Johnson and his contemporaries.

Three periods per week for one semester.

Three semester hours credit.

En. 126A—Nineteenth Century Novel

A study of the novel and the novelists of the nineteenth century in England, with reference to the technique, objectives and influence of the Victorian novelists.

Three periods per week for one semester.

Three semester hours credit.

En. 126B—Nineteenth Century Essayists and Poets

A study of the essayists and poets of the nineteenth century as spokesmen for and contributors to life and literature.

Three periods per week for one semester.

Three semester hours credit.

En. 129—Seventeenth Century Prose and Poetry

A close study of the non-dramatic literature from 1600 to 1660 with particular attention to the works of Johnson, Bacon and Donne.

Three periods per week for one semester.

Three semester hours credit.

En. 131—Romanticism in the Eighteenth Century

The rise and development of new poetic interests and directions. Wordsworth, Coleridge and The Romantics—Shelley, Keats and Byron—in their relation to English and European thought and life.

Three periods per week for one semester.

Three semester hours credit.

En. 137—Chaucer

A study of the main works of Chaucer and his influence on later English writers.

Three periods per week for one semester.

Three semester hours credit.

En. 139—English Literature: 1660-1744

A survey of the literature of the period with particular emphasis on Dryden and Pope.

Three periods per week for one semester.

Three semester hours credit.

En. 150—Romantic Movement

The course will be concerned with defining "Romantic," a brief consideration of the Pre-Romantics, but the major emphasis will be on the interpretation of Wordsworth, Coleridge, Keats, Shelley and Byron.

Three periods per week for one semester.

Three semester hours credit.

En. 152A—American Literature Survey

A survey of American Literature from the beginnings to Whitman inclusive. The dominant characteristics of literary trends in major sections of the country will be emphasized.

Three periods per week for one semester.

Three semester hours credit.

En. 152B—American Literature Survey

A continuation of En. 152. From Whitman to T. S. Eliot.

Three periods per week for one semester.

Three semester hours credit.

En. 163—Contemporary British Literature

British Literature from 1885 to the present. A study of outstanding authors in the transition from the nineteenth to twentieth century literary trends.

Three periods per week for one semester.

Three semester hours credit.

En. 167A—Modern Literary Criticism

The elements of literary criticism and judgments. A study of the development of literary criticism and its application to prose, poetry and drama.

Three periods per week for one semester.

Three semester hours credit.

En. 167B—Modern Literary Criticism

A continuation of En. 167

Three periods per week for one semester.

Three semester hours credit.

En. 183—Fiction Craft

A study of the technique of fiction writing for advanced students. Reading and analysis of reading assignments will be demanded. Original composition work will be expected.

Three periods per week for one semester.

Three semester hours credit.

En. 185—History of Theatre and Drama

A survey of the development of theatre practice and the evolution of the dramatic form from Aeschylus to the present. Reading of representative plays, excluding Shakespeare.

Three periods per week for one semester.

Three semester hours credit.

En. 186—One Act Play

A companion course to En. 183.

Three periods per week for one semester.

Three semester hours credit.

En. 188—The English Novel in Ireland: 1800-1945

Historical, social, economic influences; the authors, works and their place in literature.

Three periods per week for one semester.

Three semester hours credit.

En. 189—Survey of Gaelic Literature: Earliest times to 1940

Pagan and Christian works—famous poets and authors. No knowledge of Gaelic is required.

Three periods per week for one semester.

Three semester hours credit.

One year of Speech study is required of all students majoring in English. This must be completed either in Junior or Senior year.

One period per week for two semesters.

DEPARTMENT OF FINE ARTS

Professor: Ferdinand L. Roussève.

Fine Arts 101-102—Introduction to the Arts in Western Culture

The meaning and relationships of the arts and a survey of the outstanding monuments in painting, sculpture and architecture.

Three periods per week for two semesters.

Six semester hours credit.

Fine Arts 103-104—Christian Art to the Fourteenth Century

The arts of early Christianity, East and West. The catacombs. The rise of the basilica. Byzantine art. Celtic, Teutonic and Carolingian art. The Romanesque age of monasticism. The Gothic age of the cathedral.

Three periods per week for two semesters.

Six semester hours credit.

Fine Arts 111-112—Modern Art and Modern Society

Drawing, Painting, Sculpture and Architecture of the 19th and 20th centuries, with the analysis of the forces in our recent and contemporary society which brought them into being. Clarification of such movements as Impressionism, Expressionism, Pointilism, Cubism, Realism, Abstractionism and Surrealism. Social, political and ideological propaganda, as found in modern art movements. Outstanding men, their works and their philosophies.

Three periods per week for two semesters.

Six semester hours credit.

Music 101-102—A Survey of Music

The purpose of this course is to acquaint the general student with the history of the progress of music technique and with those factors which contribute to a fuller understanding and greater enjoyment of music.

There are no musical prerequisites of a technical nature to this course. It is given primarily for the student who keenly desires a systematized approach to the world of music and to those who will require such a general background for concentration in music. *Not offered 1951-1952.*

Three periods per week for two semesters.

Six semester hours credit.

Music 103—History of Choral Music

This course is offered for the student who wishes to continue more minutely his study of music history in the field of choral music from the middle ages to the present day. Sacred and secular music is reviewed with particular emphasis on Chant, Sacred Polyphony, the Madrigal, Folk Song, the rise and progress of Opera, the Solo Song, the Cantata, the Oratorio, and the twentieth century idiom as found in the vocal works of Berg, Stravinsky, and Delius. *Not offered 1951-1952.*

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit.

Music 104—History of Instrumental Music

This course is intended as a complement to the History of Choral Music for those who wish to plan further and advanced study in the field of music appreciation. The lectures will stress the invention and development of instruments and their use by performers and composers in solo and ensemble playing and composing.

The perfection of stringed, brass, woodwind, percussion, and keyboard instruments, the rise of instrumental virtuosity and its effect upon composition, the origin, growth, and the use of forms, viz., the overture, the suite, the concerto grosso, the ballet, the symphony, program music, etc., comprise some of the topics which are discussed in presenting this survey of purely instrumental music from the close of the sixteenth century in the works of Giovanni Gabrielli down to the twentieth century idiom of Bartok and Hindemith. *Not offered 1951-1952.*

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit.

Music 105-106—History and Appreciation of Music

This course covers the history of Music from the period of Bach and Handel through the classical, romantic and modern periods of Music to the present day; an outline of the lives of the great composers of these periods; a study of the various forms used, especially in the great symphonic works; analyses of the most important compositions, both vocal and instrumental; a study of the instruments of the orchestra. *Not offered 1951-1952.*

Three periods per week for two semesters.

Three semester hours credit.

DEPARTMENT OF GAELIC STUDIES

CHAIRMAN: Rev. John E. Murphy, S.J.

Gl. 1-2—Gaelic for Beginners

Elements of grammar; greetings, proverbs, short stories. This course aims to give a reading knowledge of the language and a basis for conversation in Gaelic.

Three periods per week for two semesters.

Six semester hours credit.

Gl. 101-102—Advanced Gaelic

Advanced grammar; idioms, translation into English; reading of modern Gaelic authors.

Three periods per week for two semesters.

Six semester hours credit.

Gl. 188—The English Novel in Ireland: 1800-1945

Historical, social, economic influences; the authors, works and their place in literature.

Three periods per week for one semester.

Three semester hours credit.

Gl. 189—Survey of Gaelic Literature: Earliest times to 1940

Pagan and Christian works—famous poets and authors. No knowledge of Gaelic required.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF GERMAN

CHAIRMAN: Paul A. Boulanger

Assistant Professors: Robert J. Cahill, Rev. Paul J. McManus, S.J., John J. Mulligan.

Gr. 1-2—Elementary and Intermediate German

A course for beginners. An intensive training in grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 11-12—Intermediate and Advanced German

Grammar and syntax; readings of historical or narrative prose and suitable scientific texts.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 21-22—Advanced German

Selected works of outstanding contemporary authors and advanced scientific texts will be read.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 101-102—Survey of German Literature

A general view of German Literature dealing with the more important writers and literary movements.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 131-132—Intermediate Composition

Practical exercises in written and oral composition.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 191-192—Advanced Composition and Conversation

Practical exercises in written and oral composition. This course is conducted in German.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 161—The Classical Era of German Literature

Readings of selected works with a study of the literary movements of that period.

Three periods per week for one semester.

Three semester hours credit.

Gr. 162—The German Novel

A survey of the literary and social background of the 19th Century novel. Readings of selected works of its representative authors.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF HISTORY AND GOVERNMENT

CHAIRMAN: Rev. James L. Burke, S.J.

Associate Professor: Harry M. Doyle.

Assistant Professors: Rev. Henry A. Callahan, S.J., John R. Cox, Rev. Thomas F. Fleming, S.J., Rev. Harold C. Kirley, S.J., Henry J. McMahon.

Instructors: Rev. Francis J. Donoghue, S.J., Paul T. Heffron, Rev. Joseph W. Murphy, S.J., Thomas H. O'Connor.

Assistants: A. James Bertelli, Francis M. Connolly, Gerard J. Leaver, Edward Petela, Anthony J. Troy.

HISTORY

Hs. 1-2—European Civilization to 1500

This course is a survey of the Christian Era from the introduction of Christianity to the inception of the Reformation.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 21-22—European Civilization Since 1500

This course continues the survey of the Christian Era from the Reformation to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 23-24—Survey of European Civilization

This course, designed for scientific students, is a survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 41-42—Survey of European Civilization

This course, designed for classical students, is a survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 43-44—European Civilization Since 1500

A survey of European civilization since 1500 for Juniors who did not fulfill Sophomore history requirements.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 113-114—Cultural History of the Middle Ages

A study of the contributions of political and literary personages to the civilization of mediaeval times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 115—Mediaeval Foundations of Modern History

A study of the capital factors of mediaeval history which have contributed to modern civilization.

Three periods per week for one semester.

Three semester hours credit.

Hs. 128—Foundations of Modern European History

A study of the capital factors in European history from 1500 to the present.

Three periods per week for one semester.

Three semester hours credit.

Hs. 141-142—Europe Since 1815

This course traces the history of Europe from the Congress of Vienna to the present time under the impact of nationalism, imperialism, materialism and totalitarianism.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 143-144—Europe and Asia Since 1918

This course traces national and international factors since the Treaty of Versailles.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 145-146—Politics of the Pacific

A study of the governmental structures, policies and ethos of the areas in and near the Pacific. The course will emphasize the interrelations of politics, geography and economic resources.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 151—American History Survey Ia.

A survey of American civilization from the era of colonization to 1800.

Three periods per week for one semester.

Three semester hours credit.

Hs. 152—American History Survey Ib

A survey of American civilization from 1800-1865.

Three periods per week for one semester.

Three semester hours credit.

Hs. 153—American History Survey IIa

A survey of American civilization from 1865-1909.

Three periods per week for one semester.

Three semester hours credit.

Hs. 154—American History Survey IIb

A survey of American civilization from 1909 to the present.

Three periods per week for one semester.

Three semester hours credit.

GOVERNMENT**Gv. 31-32—Introduction to Political Science**

A survey of the historical origins and development of American National Government with special emphasis on political parties, pressure groups, federalism, citizenship, elections and court structure.

This course is prescribed for all candidates for the B. S. in History degree and for the government concentrators working for the B. S. degree in Social Science.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 101—Introduction to American National Government

A study of the historical development of American National Government under the impact of such factors as federalism, political parties, pressure groups and usage.

Three periods per week for one semester.

Three semester hours credit.

Gv. 103—The Legislative Process

A study of the functions, organization, personnel and legislative philosophy of the U. S. Congress.

Three periods per week for one semester.

Three semester hours credit.

Gv. 104—Presidential Problems

A study of the leading presidential and presidential-congressional problems of American National Government.

Three periods per week for one semester.

Three semester hours credit.

Gv. 105-106—Public Administration

A study of the methods by which the administrative services are selected, organized, scrutinized and energized.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 107-108—Business and Government

A study of the impact of governmental power and policy on the chief aspects of economic life.

Three periods per week for two semesters.
Six semester hours credit.

Gv. 109—American State and Local Government

A study of the chief problems confronting contemporary state and local government.

Three periods per week for one semester.
Three semester hours credit.

Gv. 113-114—American Constitutional Law

An historical and case-book study of the fundamental principles of the Constitution of the U. S. as developed in the judicial decisions of federal courts.

Three periods per week for two semesters.
Six semester hours credit.

Gv. 117—American Constitutional Growth

An historical and case-book study of problems arising out of the bill of rights.

Three periods per week for one semester.
Three semester hours credit.

Gv. 119—Public Affairs Workshop

A guided discussion of basic current problems in the whole field of public affairs.

Three periods per week for one semester.
Three semester hours credit.

Gv. 121-122—Comparative Modern Government

This course comprises a study of the principal European and Asiatic governments. Emphasis is placed on the present day structure and functions of these governments as well as on their historical origins.

Three periods per week for two semesters.
Six semester hours credit.

Gv. 123-124—Politics of the Pacific

A study of the governmental structures, politics and ethos of the areas in and near the Pacific. The course will emphasize the inter-relations of politics, geography and economic resources.

Three periods per week for two semesters.
Six semester hours credit.

Gv. 151-152—Historical Factors in International Relations

A survey of the political structure and international politics of the leading governments of the modern world.

Three periods per week for two semesters.
Six semester hours credit.

Gv. 153—International Organization and Policy

A study of the structure, power and policy of leading international organizations, and a study of the power and policy of the U. S. in its relationships with the international community.

Three periods per week for one semester.

Three semester hours credit.

Gv. 154—Current International Relations

A study of a limited number of basic topics illustrating the relationship of geography and national ideologies to international relations.

Three periods per week for one semester.

Three semester hours credit.

Gv. 191—Greek Political Theory I

This course offers a careful study of Greek thought on government and education as expressed in the Republic, Statesman, and Laws of Plato.

Three periods per week for one semester.

Three semester hours credit.

Gv. 192—Greek Political Theory II

This course offers a careful study of Greek thought on government and education as expressed in the Ethics and Politics of Aristotle and the Antidosis and Nicocles of Isocrates.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF MATHEMATICS

CHAIRMAN: Rev. Anthony J. Eiardi, S.J.

Professors: Hans G. Haefeli, René J. Marcou.

Associate Professor: Harold A. Zager.

Assistant Professors: Joseph F. Krebs, Archille J. Laferriere, Robert J. LeBlanc.

Instructors: Paul T. Banks, William J. Flynn, Rev. Leo R. Muldoon, S.J.

Assistants: William J. Kelley, Jr., John R. McCarthy, John F. Mescall, Walter C. O'Neill.

Mt. 1-2—College Algebra, Trigonometry and Analytic Geometry

Three periods per week for two semesters.

Six semester hours credit.

Mt. 3-4—Trigonometry, Analytic Geometry and Introduction to Calculus.

For B.S. Chemistry, B.S. Mathematics and B.S. Physics students.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 31-32—Calculus

Prerequisite: Mt. 1-2 or 3-4.

Differential and Integral Calculus.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 111-112—Higher Algebra

Prerequisite: Mt. 1-2 or 3-4.

Complex numbers, progression, rational functions, determinants, theory of equations, series, permutations, combinations and probability.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 113—Theory of Equations

Prerequisite: Mt. 31-32.

Polynomial functions, cubic and biquadratic equations, symmetric functions, determinants, elimination, resultants, discriminants.

Three periods per week for one semester.

Three semester hours credit.

Mt. 114—Linear Algebra

Prerequisite: Mt. 31-32.

Vectors, matrices, determinants, transformations, quadratic forms and applications.

Three periods per week for one semester.

Three semester hours credit.

Mt. 131—Analytic Geometry of Space

Prerequisite: Mt. 31-32.

Lines, surfaces, transformations of coordinates, quadric surfaces and their properties.

Three periods per week for one semester.

Three semester hours credit.

Mt. 132—Synthetic Projective Geometry

Prerequisite: Mt. 31-32.

Principle of duality; Desargues' theorem and applications; cross ratio; conics and their polar equations.

Three periods per week for one semester.

Three semester hours credit.

Mt. 135-136—Introduction to Higher Geometry

Prerequisite: Mt. 31-32.

Projective geometry, synthetically and analytically treated, elements of non-euclidean and differential geometry.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 141—Differential Equations

Prerequisite: Mt. 31-32.

Solution of equations of the first and second order, integration by series, applications to Chemistry and Physics.

Three periods per week for one semester.

Three semester hours credit.

Mt. 142—Advanced Calculus

Prerequisite: Mt. 141.

Power series and their application, functions of several variables, partial differentiation, implicit functions and Jacobians. *Required of students majoring in Physics.*

Three periods per week for one semester.

Three semester hours credit.

Mt. 143-144—Advanced Calculus

Prerequisite: Mt. 31-32.

Concepts of limit, continuity, derivative and differential, functions of several variables and partial differentiation, Riemann definite integral and its application, multiple and line integrals, infinite series and their applications, improper integrals.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 150—Partial Differential Equations of Physics

Prerequisite: Mt. 151.

The equations of Poisson and Laplace, the Wave equation, generalized (curvilinear) coordinate transformations, Fourier's series, Bessel's functions, Legendre's polynomials, orthogonal functions.

Three periods per week for one semester.

Three semester hours credit.

Mt. 151—Vector Analysis

Prerequisite: Mt. 142 or 143.

Fundamental operations, calculus of vectors, operator Del, theorems of Green, Stokes and Gauss.

Three periods per week for one semester.

Three semester hours credit.

Mt. 161-162—Graphical Methods

Prerequisite: Mt. 31-32.

Graphical methods and solutions, curve fitting, integration and interpolation.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 163—Theory of Infinite Processes

Prerequisite: Mt. 143 or 144.

The elements of the theory of infinite processes, sequences, series and products.

Three periods per week for one semester.

Three semester hours credit.

Mt. 171—Mathematical Statistics I

Prerequisite: Mt. 31-32.

Representation of data, measures of central tendency and variability, linear regression and correlation, correlation from ranks, a priori probability, probability functions, the binomial distribution and Bernoulli's theorem.

Three periods per week for one semester.

Three semester hours credit.

Mt. 172—Mathematical Statistics II

Prerequisite: Mt. 171.

Moment-generating functions, the normal, Poisson, t , F , chi-square and other distributions.

Three periods per week for one semester.

Three semester hours credit.

Mt. 173—Mathematical Statistics III

Prerequisite: Mt. 172.

Non-linear regression and correlation; introduction to multiple and partial correlation, and the analysis of variance and covariance.

Three periods per week for one semester.

Three semester hours credit.

Mt. 176—Finite Differences

Prerequisite: Mt. 141.

Introduction to the calculus of finite differences with applications to interpolation, summation and allied problems and introduction to difference equations.

Three periods per week for one semester.

Three semester hours credit.

Mt. 191-192—Philosophy of Mathematics

Prerequisite: Mt. 31-32.

An introduction into propositional calculus, Boolean Algebra, and non-Euclidean geometry; a study of quantity, continuous, discrete, real, abstract, finite and infinite; an interpretation of mathematics in the light of scholastic cosmology; critical study of contemporary philosophies of mathematics and science.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 195-196—Seminar

Prerequisite: One year of upper-division Mathematics.

Selected topics.

Weekly meetings for two semesters.

Six semester hours credit.

DEPARTMENT OF MILITARY SCIENCE

CHAIRMAN: Colonel Elmer B. Thayer, U. S. Army.

Assistant Professor: Lieutenant Colonel Carl L. Anderson, U. S. Army.

Instructors: Majors Ralph K. Jones, Sylvan P. Lay, Marlin W. Camp, Captain Robert C. Jackson, U. S. Army.

RESERVE OFFICERS TRAINING CORPS, U. S. ARMY

An Army ROTC Unit (Field Artillery) provides instruction in Military Science and Tactics designed to produce junior officers with required leadership qualities and military background. Upon successful completion of the four year ROTC course of instruction and all requirements for an academic degree, the student is commissioned a Second Lieutenant, Officers Reserve Corps, United States Army. Distinguished Military Graduates may apply for Regular Army Commissions. Regularly enrolled undergraduate students, aged 14 to 22 years, physically qualified, citizens of the United States, may apply for enrollment in the Basic Course. Applicants for the Advanced Course must have completed the Basic Course or its equivalent. The course is optional. Advanced Course students receive monetary allowances.

CURRICULUM — BASIC COURSE**Freshman Year (1st Year Basic)**

Fundamentals of military discipline, drill and exercise of command; military organization; military policy of the United States; evolution of warfare; maps and aerial photographs; first aid and hygiene, rifle marksmanship.

Two class periods and one drill period per week during the academic year.

Sophomore Year (2nd Year Basic)

Leadership, drill and exercise of command; technique of Field Artillery including organization, artillery materiel, duties of cannoneers, use of optical instruments, signal communications, motor transportation.

Two class periods and one drill period per week during the academic year.

CURRICULUM — ADVANCED COURSE**Junior Year (1st Year Advanced)**

Leadership, drill and exercise of command; tactics and technique of Field Artillery including gunnery, duties of the battery executive, signal communications, military surveying; rifle marksmanship.

Four class periods and one drill period per week during the academic year and attendance at a summer camp for six weeks following the Junior Year.

Senior Year (2nd Year Advanced)

Leadership, drill and exercise of command; military administration; military law; military teaching methods; psychological warfare; gunnery; military surveying; combat intelligence; supply and evacuation; geographical foundations of national power; command and staff procedures; Field Artillery tactics.

Four class periods and one drill period per week during the academic year.

DEPARTMENT OF PHILOSOPHY

CHAIRMAN: Rev. Alexander G. Duncan, S.J.

Professors: Rev. Francis Flaherty, S.J., Rev. John C. Ford, S.J., Rev. Joseph P. Kelly, S.J., Rev. Francis E. Low, S.J., Rev. Daniel F. Ryan, S.J., Rev. Francis J. Toolin, S.J.

Associate Professors: Rev. Francis J. MacDonald, S.J., Rev. John A. McCarthy, S.J., Rev. John J. Murphy, S.J.

Assistant Professors: Mr. William J. Haggerty, Rev. Edward J. Keating, S.J., Rev. John J. Lynch, S.J., Rev. John J. Moriarty, S.J., Rev. Daniel F. X. O'Connor, S.J., Rev. Leo A. Reilly, S.J., Rev. Charles M. Roddy, S.J., Rev. Cornelius F. Shea, S.J., Rev. Stephen A. Shea, S.J., Rev. Harold V. Stockman, S.J.

Instructor: Rev. John P. Rock, S.J.

Assistants: Vincent E. Daily, Richard J. Earley, Gerald F. Holden.

Pl. 41—Logic

Aristotelian logic is the basis of the course, which aims to establish and inculcate the laws of correct reasoning by a scientific study of the term and the idea; the proposition and the judgment; the syllogism; the types of reasoning and the more common fallacies of expression and reasoning.

Six periods a week for one-half semester.
Three semester hours credit.

Pl. 42—Epistemology

The problem of the certitude of our cognitions is here treated. The sources and the nature of certitude and the criterion of truth are established. Study is made of the philosophy of Descartes, Kant, the Positivists and Pragmatists on the problem of cognition.

Six periods a week for one-half semester.
Three semester hours credit.

Pl. 43—General Metaphysics

The validity and necessity of metaphysics as a science is established. Being abstractly considered, its attributes, categories and causes are treated. Although emphasis is placed on the metaphysics of the Scholastic tradition, attention is also given to the philosophy of such thinkers as Leibnitz and Spinoza.

Six periods a week for one-half semester.
Three semester hours credit.

Pl. 44—Cosmology

This is a branch of special metaphysics in which such problems as the ultimate cause of the universe, the constitution of natural bodies, the necessity of physical laws, and the nature of time, space and motion are examined. The opinions of such schools of thought as Pantheism, Materialism, Atomism and Dynamism are discussed.

Six periods a week for one-half semester.

Three semester hours credit.

Pl. 101—Fundamental Psychology

The Psychology here treated is Philosophical or Metaphysical Psychology which takes account of experimental data but is not positivistically subordinate to it. The nature of life in general and that of vegetative and animal life in particular are treated. The problem of the origin of life is discussed and evolutionary doctrines treated.

Four periods a week for one-half semester.

Two semester hours credit.

Pl. 102—Advanced Empirical Psychology

Empirical study of sensitive life of man; nature and properties of sensation. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant and Spencer. Scholastic doctrine.

Empirical study of intellectual life of man; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; the freedom of the will.

Four periods a week for one-half semester.

Two semester hours credit.

Pl. 103—Advanced Rational Psychology

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psychophysical activities of man. Creation of soul; refutation of anthropologic evolution.

Four periods a week for one-half semester.

Two semester hours credit.

Pl. 104—Natural Theology

The knowability of God by reason is established. His existence, nature, attributes and relationship to creatures as known by reason are treated and opinions conflicting with Scholasticism are evaluated.

Four periods a week for one-half semester.

Two semester hours credit.

PL. 105—General Ethics

Aristotelian-Thomistic moral philosophy is the subject matter of this course, although opposing schools of thought such as Utilitarianism, Moral Positivism, Moral Sensism and the Moral philosophy of Kant are evaluated. The nature of the moral act; the end of human volitional activity; the moral good and its norm; the concept of obligation; natural and positive law; conscience and the nature of right are treated.

Four periods a week for one semester.

Four semester hours credit.

PL. 106—Special Ethics

This course applies the principles of General Ethics to the moral relationships of man. Man's rights and duties as an individual; the moral aspects of his economic relationships; the philosophical basis of the family and the basic principles of Scholastic Political Philosophy are treated and conflicting opinions discussed.

Four periods a week for one semester.

Four semester hours credit.

Note—Definite courses offered in the Graduate School may be chosen as electives by students who have completed courses 41, 42, 43 and 44. Consult the Graduate School bulletin for further information.

DEPARTMENT OF PHYSICS

CHAIRMAN: Rev. John A. Tobin, S.J.

Professor: Frederick E. White.

Associate Professors: Rev. James J. Devlin, S.J., Richard E. Downing, John L. Shork.

Assistant Professors: John J. Power, Rev. James W. Ring, S.J.

Instructors: Glen S. Larson, Donald R. McMorrow, Robert B. Toolin, Roger P. Vancour.

Assistant Instructor: Arthur F. Graham.

Assistants: Edmund H. Carnevale, Edward J. Koval, John C. Kurowski, John F. X. McClay, Louis A. Sarkes, Joseph A. Seigny, George A. Vanasse, Charles A. Ziegler.

Ph. 1-2—General Physics

A general survey of classical and modern physics, mechanics, heat, electricity, light and sound.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

Ph. 3-4—General Physics.

As taken by pre-medical students is the same as the above.

Ph. 21-22—General Physics. (Science Requirement)

This course presents the fundamental principles of the mechanics of solids, liquids, and gases, wave motion and radiation, sound, heat, light, magnetism and electricity.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

Ph. 31—Physical Optics

This course presents a mathematical study of wave motion. Huygen's Principle, dispersion, interference, diffraction, polarization, electro-magnetic theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 32—Heat and Thermodynamics

This course gives a mathematical discussion of the generation of heat, thermometry, dilatation, calorimetry, radiation, conduction, thermodynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 43-44—General Physics. (Pre-Medical)

This course presents the fundamental principles of the mechanics of solids, liquids, and gases, wave motion and radiation, sound, heat, light, magnetism and electricity.

Three lectures and one laboratory period per week for two semesters.
Eight semester hours credit.

Ph. 93-94—Modern Physics

An introduction to the mathematical study of the Quantum and Relativity Theories, and the application of these theories to radiation and atomic structure.

Two lectures per week for two semesters.
Four semester hours credit.

Ph. 111—Theoretical and Applied Mechanics

The mathematical treatment of the mechanics of a particle and rigid bodies; the properties of elastic bodies; impulse and momentum; periodic motion; hydro-mechanics and hydrodynamics.

Three lectures and one laboratory period per week for one semester.
Four semester hours credit.

Ph. 122—Acoustics

A study of the theory of vibration and sound from a modern viewpoint. This course will afford many examples of the method of Theoretical Physics. Special attention will be given to the theory and design of modern sound apparatus used in Electronics.

Three lectures and one laboratory period per week for one semester.
Four semester hours credit.

Ph. 132—Heat and Thermodynamics

This course gives a mathematical discussion of the generation of heat, thermometry, dilatation, calorimetry, radiation, conduction, thermodynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.
Four semester hours credit.

Ph. 141—Physical Optics

This course presents a mathematical study of wave motion. Huygen's Principle, dispersion, interference, diffraction, polarization, electro-magnetic theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.
Four semester hours credit.

Ph. 151-152—Electricity and Magnetism

A development of the basic principles of electric, magnetic, and electromagnetic theory. Special emphasis is given to field and potential theory; direct current circuits; alternating current theory; electromagnetic relations; radiation; the basic principles of electronics.

Three lectures and one laboratory period per week for two semesters.
Eight semester hours credit.

Ph. 162—Introduction to Electronics

The vacuum tube as an oscillator, amplifier, rectifier, modulator and demodulator.

Three lectures and one laboratory period per week for one semester.
Four semester hours credit.

Ph. 194—Optical Instruments. (Geometrical Optics)

The study of fundamentals of geometrical optics, image formation by lenses and mirrors, defects of lenses, and testing of optical parts. The theory and use of telescopes, periscopes, range finders, etc.

Three lectures per week for one semester.
Three semester hours credit.

Ph. 195—Nuclear Physics

A study of electromagnetic radiation and charged particles, the structure of the atom and the properties of electrons, positrons, protons, neutrons and photons, radioactivity and nuclear structure.

Two lectures per week for one semester.
Two semester hours credit.

Ph. 196—Electrical Instruments

Instruction in the use of electrical measuring instruments for current, voltage and power measurements over a wide range of frequencies and the calibration of these instruments.

Two lectures and one laboratory period per week for one semester.
Three semester hours credit.

DEPARTMENT OF PSYCHOLOGY (MODERN)

CHAIRMAN: Rev. James F. Moynihan, S.J.

Associate Professor: Rev. Edward H. Nowlan, S.J.

Instructor: Joseph R. Cautela.

The undergraduate department of Psychology is designed to meet the needs of three classes of students: a) those who want a sound cultural background in the study of the human personality; b) those who wish to acquire a thorough undergraduate training in psychology as majors in anticipation of professional graduate study; and c) those who desire a basic understanding of human behavior as a supplement to some other major field of concentration.

Majors in psychology must obtain at least 18 credits in psychology among which must be included courses in Modern General Psychology, Experimental Laboratory Psychology and Statistics. It is recommended that they take their science requirement in biology or physics and their minor field of concentration in sociology, education or philosophy.

Psy. 101—General Modern Psychology I: Sensation and Perception

An introduction to the field of modern general psychology with special treatment of the sense modalities. The psychology of sensation and sense perception.

Three periods per week for one semester.

Three semester hours credit.

Psy. 102—General Modern Psychology II: Cognitive and Dynamic Processes.

A continuation of the study of modern general psychology with special reference to problems and psychological experimentation on the thought and learning processes, memory, emotions and will.

Three periods per week for one semester.

Three semester hours credit.

Psy. 111—Introduction to Experimental Laboratory Psychology

An introduction to the principles and methods of experimental psychology with laboratory investigations of selected topics from the areas of sensation and perception.

Two lectures and two laboratory periods per week for one semester.

Three semester hours credit.

Psy. 112—Advanced Experimental Laboratory Psychology

More advanced treatment of laboratory methods and techniques in experimental psychology with similar increase in the level of problems investigated. Individual research. Prerequisite: Psy. 111.

Two lectures and two laboratory periods per week for one semester.

Three semester hours credit.

Psy. 121—Statistics in Psychology

The use of statistical methods in psychology. Arrangement and manipulation of the data, measures of central tendency, variability, elementary correlation methods.

Three periods per week for one semester.

Three semester hours credit.

Psy. 122—Physiological Psychology

The physiological correlates of human behavior. The structures and functions of the organism, receptors, nervous system, effectors. The physiological basis of the emotions and the perceptual processes.

Three periods per week for one semester.

Three semester hours credit.

Psy. 123—History and Systems of Psychology

Historical and logical analysis of schools of thought in modern psychology. Structuralism, Functionalism, Behaviorism, Gestalt and their derivatives.

Three periods per week for one semester.

Three semester hours credit.

Psy. 131—Introduction to Clinical and Abnormal Psychology

The forms of mental disorders, etiology, development, schools of psychotherapy with special reference to clinical methods and mental hygiene.

Three periods per week for one semester.

Three semester hours credit.

Psy. 132—Psychological Measurements

Group and individual tests of mental abilities and special aptitudes. Use, administration and interpretation of psychological tests together with the concept and purpose underlying them.

Three periods per week for one semester.

Three semester hours credit.

Psy. 134—Child Psychology

The physiological, intellectual, social and emotional factors in child development. Interpretation and treatment of various problems in child behavior.

Three periods per week for one semester.

Three semester hours credit.

Psy. 135—Psychology of Personality

The nature, development, theories and methods of investigation of personality traits. Theories on trait organization and personality types evaluated.

Three periods per week for one semester.

Three semester hours credit.

Psy. 136—Social Psychology

The principles of psychology applied to the individual in the social situation. Investigation of special topics of groups and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning and motivation.

Three periods per week for one semester.

Three semester hours credit.

Psy. 137—Applied Psychology

The application of psychological principles to data outside the areas of theoretical psychology with special emphasis in the areas of business, industry, education, crime and life adjustment.

Three periods per week for one semester.

Three semester hours credit.

Psy. 199—Readings for Prerequisites

A reading of basic books in the fields of psychology in which candidates for higher degrees are deficient. Reports submitted, conferences attended and examinations taken. Permission to attend and the number of credits given will depend on the judgment of the director.

Courses in Psychology given outside the department:

Educational Psychology (Ed. 141); Fundamental Philosophical Psychology (Pl. 101); Advanced Empirical Psychology (Pl. 102); Advanced Rational Psychology (Pl. 103).

DEPARTMENT OF ROMANCE LANGUAGES

CHAIRMAN: Rev. Joseph D. Gauthier, S.J.

Professors: Vincent A. McCrossen, Ernest A. Siciliano.

Associate Professors: André De Beauvievier, Rev. George F. Smith, S.J.

Assistant Professor: Paul L. Ryan.

Instructors: Michel J. Beauchemin, James P. Harvey, Rev. Walter C. Jaskiewicz, S.J., Gilles Ledoux.

Assistants: Paul Cameron, Joseph D. McLellan, Robert Scalera.

FRENCH

Fr. 1-2—Elementary French

A course for beginners. An intensive training in French grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 11-12—Intermediate French

Review of French grammar, reading of prose of moderate difficulty, written and oral composition.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 21-22—Advanced French

Introduction to the masterpieces of French literature, principally Corneille, Racine, Moliere. Collateral reading and written reports.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 101-102—History of French Literature

A general survey of French Literature from the tenth century up to and including the rise of contemporary literature.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 109-110—Introduction to Language

A survey of the basis of human speech, the origin and nature of language, the causes of language change, and the development of language families and standardized languages.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 121-122—The Renaissance in France

A study of the Renaissance as a movement, its effect on French literature. Special attention will be given to Rabelais, the Pléaïde and Montaigne. *Conducted in French.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 131-132—French Civilization under Louis XIV

The social and intellectual life of France under Louis XIV. *Conducted in French.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 153-154—Romanticism in France

The Romantic movement in France: its doctrine, its major exponents, its influence on the literature of the nineteenth century. *Conducted in French.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 181-182—Advanced Composition and Conversation

Practice in composition, both oral and written, in order to enable the student to acquire ease and fluency in the expression of idiomatic French.

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN**It. 1-2—Elementary Italian**

A course for beginners. An intensive training in Italian grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

It. 11-12—Intermediate Italian

Review of Italian grammar, reading of prose of moderate difficulty and Italian conversation.

Three periods per week for two semesters.

Six semester hours credit.

RUSSIAN**Ru. 1-2—Elementary Russian**

A course for beginners. An intensive training in Russian grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Ru. 11-12—Intermediate Russian

Review of Russian grammar, reading of prose of moderate difficulty and Russian conversation.

Three periods per week for two semesters.

Six semester hours credit.

Ru. 181-182—Advanced Composition and Conversation

Practice in composition, both oral and written in order to enable the student to acquire ease and fluency in the expression of idiomatic Russian.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH

Sp. 1-2—Elementary Spanish

A course for beginners. An intensive training in Spanish grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 11-12—Intermediate Spanish

Review of grammar, the reading of prose of moderate difficulty, written and oral composition.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 21-22—Advanced Spanish

An introduction to the masterpieces of Spanish literature, principally Calderón, Lope de Vega, Molino. Collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 101-102—History of Spanish Literature

A general view of Spanish literature, dealing with the more important writers and literary movements.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 109-110—Introduction to Language

Survey of the basis of human speech, the origin and nature of language, the causes of language change, and the development of language change, and the development of language families and standardized languages.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 131-132—Literature of the Golden Age

The purpose of this course is to acquaint the student with the classical literature of Spain. *Conducted in Spanish.*

Three periods per week for two semesters.

Six semester hours credit.

Sp. 153-154—Romanticism in Spain

The Romantic movement in Spain; its doctrine, its major exponents, its influence on the literature of the nineteenth century. *Conducted in Spanish.*

Three periods per week for two semesters.

Six semester hours credit.

Sp. 181-182—Advanced Composition and Conversation

Practice in composition, both oral and written, in order to enable the student to acquire ease and fluency in the expression of idiomatic Spanish.

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF SOCIOLOGY

Instructor: Robert G. Williams.

Visiting Lecturer: Francis E. McElroy.

Sc. 31—Principles of Sociology

This course presents an outline of Sociology as a science and serves as an introduction to more advanced sociological study. It attempts to give a systematic view of social life and culture in their structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena. This course is prescribed for all students who have selected sociology as their major field of study.

Three periods per week for one semester.

Three semester hours credit.

Sc. 32—Principles of Sociology

Further development of basic principles presented in Sc. 31. The correlation of Sociology with other sciences is shown; important social institutions are considered, also their dynamic value and interaction. This course is required for all sociology majors.

Three periods per week for one semester.

Three semester hours credit.

Sc. 103—The History of Social Thought

A rapid survey and critique of the more significant contributions to social thought before 1850. The social thought of the Greeks, Romans, Hebrews, Apostolic Teachers, Patristic Writers, the Mediaeval Schoolmen, and more recent thinkers—notably Machiavelli, Bodin, Montesquieu, Ibn Khaldun, Hobbes, Locke and Rousseau—will be emphasized in the course of a systematic introduction to contemporary sociological theory.

Three periods per week for one semester.

Three semester hours credit.

Sc. 104—Contemporary Sociological Theories

A critical analysis of the outstanding sociological theories from Comte and Spencer to the present time, primarily from the standpoint of their scientific validity and of the social and personal backgrounds of their exponents. The theories considered in the course are grouped to include the mechanistic, the geographical, the biological, the demographic, the sociologistic, the psychological, and other schools.

Three periods per week for one semester.

Three semester hours credit.

Sc. 107—Criminology

The causes, treatment and prevention of criminality. The nature of crime and the concept of causation in criminological literature analyzed. The more important theories of the etiology of crime critically discussed, including the views of the Classical, Positivist and modern schools of criminological thought. The basic approaches to the problem of crime causation critically reviewed, and the outstanding researches which exemplify these methods considered at length.

Three periods per week for one semester.
Three semester hours credit.

Sc. 108—Penology

The legal machinery for the apprehension, trial, and punishment of criminals; the history and the philosophies of punishment will be presented. Penological, reformative, and preventive programs and a survey of the various measures in operation for the moral, physical and social rehabilitation of offenders. Particular consideration to the instrumentalities of Probation, Indeterminate Sentence and Parole. Preventive measures and outstanding crime surveys analyzed. Prescribed readings and reports; visits will be made to courts and penal and correctional institutions.

Three periods per week for one semester.
Three semester hours credit.

Sc. 121—Social Problems

This course deals with the nature, causes, social significance and social control of mental deficiency and mental disorders. The techniques of mental hygiene as interrelated with other public health activities are studied. The mental factors involved in problems related to poverty, dependency, unemployment, delinquency and criminality will be critically analyzed. The influence of the endocrine system on the physical and mental capacities of the individual will also be considered.

Three periods per week for two semesters.
Six semester hours credit.

Sc. 148—Social Welfare

This course is a survey of the field of social welfare and an introduction to the profession of social work through study in some detail of the objectives and processes of case work, group work, community organization, social work administration, social planning and personnel. The programs of modern social work under governmental and voluntary auspices will be analyzed to evaluate their effectiveness in meeting social needs.

Three periods per week for one semester.
Three semester hours credit.

Sc. 151-152—Sociology of the Family

This course introduces a rapid sketch of the family as it appears historically in different fundamental types. The main treatment will center upon the modern family as a societal unit, considering its origins, nature and purpose; prevalent trends which militate for or against family solidarity and effectiveness; a survey, as to content and value, of current analyses of recognized domestic problems.

Three periods per week for two semesters.

Six semester hours credit.

Sc. 171-172—Rural-Urban Sociology

A survey of two great population masses in terms of their natures, chief characteristics, dynamics, mutual interaction and general formative influence upon individuals and groups. Agricultural problems are considered especially as they supply cultural and functional connections between rural and urban communities.

Three periods per week for two semesters.

Six semester hours credit.

Sc. 173—Racial and National Minority Groups

This course will treat of the social problem of immigrants to America and of the problem of racial prejudice and racial minority groups. Treatment includes the origin of racial prejudice, its growth and its existence in present day society.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF THEOLOGY

CHAIRMAN: Rev. William V. E. Casey, S.J.

Professors: Rev. Edward T. Douglas, S.J., Rev. John C. Ford, S.J., Rev. Francis J. Toolin, S.J.

Associate Professors: Rev. Russell M. Sullivan, S.J., Rev. Henry P. Wennerberg, S.J., Rev. Maurice A. Whelton, S.J.

Assistant Professors: Rev. Joseph J. Connor, S.J., Rev. Paul A. Curtin, S.J., Rev. John J. Lynch, S.J.

Instructors: Rev. Joseph P. Carew, S.J., Rev. John P. Rock, S.J.

Th. 1—The Old Testament

This course begins the study of Historical Theology by an analysis of God's action upon human history as recorded in the books of the Old Testament. After a discussion of the inspiration, inerrancy and interpretation of the Old Testament, special emphasis is laid upon the messianic mission of Israel as the prophetic foreshadowing of Christ and His Church in the New Testament.

Two periods per week for one semester.

Two semester hours credit.

Th. 2—The Life of Christ

This course completes Historical Theology by a study of the climax of sacred history in the person of Jesus Christ, Messiah and Son of God. The four Gospels are first established as trustworthy historical documents, and then examined for their record of the life, work and teaching of Jesus Christ. His Divinity and the meaning of His life both for general and individual human history receive special emphasis.

Two periods per week for one semester.

Two semester hours credit.

Th. 21—The Incarnation

The three-year course in Dogmatic Theology begins with the study of the relation of faith to reason by analyzing the nature of the act of faith. Faith and reason then combine in an examination of the mysteries of the fall of man, original sin, and the restoration of the supernatural life in Jesus Christ, God and Man, Priest and Redeemer.

Two periods per week for one semester.

Two semester hours credit.

Th. 22—The Redemption

This course studies the redemptive mission of Christ by discussions on Mary, Mother of God; the Church as the Mystical Body of Christ; the nature and necessity of sanctifying grace and actual grace; and the supernatural virtues.

Two periods per week for one semester.

Two semester hours credit.

Th. 41—The Sacraments I

This course continues the treatment of the application of the Redemption by a study of the sacraments as the means of grace. Subjects of discussion include the sacraments in general, the individual sacraments of Baptism, Confirmation and the Eucharist, and the Holy Sacrifice of the Mass.

Two periods per week for one semester.

Two semester hours credit.

Th. 42—The Sacraments II

This course completes the study of the sacraments as the means of grace. Subjects of discussion include sin and repentance, and the individual sacraments of Penance, Extreme Unction, Holy Orders and Christian Marriage.

Two periods per week for one semester.

Two semester hours credit.

Th. 101—Eschatology

This course studies man as the object of divine providence and in relation to his final destiny. Subjects of discussion include death and judgment, the resurrection of the body, Purgatory or the Church Suffering, Eternal Punishment, and Heaven or the Church Triumphant.

Two periods per week for one semester.

Two semester hours credit.

Th. 102—The Triune God

This course concludes the study of Dogmatic Theology by examining the creative activity of God, the nature of the One God, the sanctifying mission of the Holy Spirit and the mystery of the Blessed Trinity.

Two periods per week for one semester.

Two semester hours credit.

Scholarships

The establishment of scholarships is greatly to be desired, for in this way many young men of excellent promise are given the advantage of a collegiate education which they could not otherwise obtain. To all who have at heart the best interests of youth is earnestly recommended this opportunity of spreading the beneficial influences of Catholic education and of enabling worthy young men to equip themselves for the higher spheres of life and thus to aid effectively both Church and State. By means of the established scholarships the Trustees of Boston College are able to provide education for promising students who are unable to pay the regular tuition fees.

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal.

The holder of a scholarship will be required to maintain high rank in his class for proficiency, diligence and good conduct. An average of 75 per cent must be attained by all who hold scholarships.

The Scholarship Funds contributed are recorded in the following list. It is required that the holder of a scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$450.00.

THE BARTHOLOMEW J. AND HARRIET D. A'HEARN SCHOLARSHIP FUND

(Income on \$28,603.37)

THE REVEREND TIMOTHY MAHONEY FUND

THE JEREMIAH J. FITZGERALD FUND

ST. MARY SCHOLARSHIPS

THE MARY KATHERINE KEITH SCHOLARSHIPS (Income on \$50,000.)

THE REVEREND THOMAS F. BRANNAN SCHOLARSHIPS. (Income on \$40,000.)

Established for deserving Roman Catholic boys. In the awarding of these Scholarships, preference is to be shown to boys from St. Edward's Parish, Brockton, Mass.

THE ELIZABETH ANN AHERN SCHOLARSHIP (Income on \$4040.)

THE MARGARET V. AHERN SCHOLARSHIP (Income on \$4000.)

THE MARTHA MOORE AVERY SCHOLARSHIP (Income on \$4000.)

Appointment to be made by the Moderator of the Philomatheia Club.

THE EDWARD L. BAKER SCHOLARSHIP (Income on \$1500.)

THE REVEREND GARRETT BARRY SCHOLARSHIP (Income on \$2500.)

THE REVEREND HENRY BARRY SCHOLARSHIP (Income on \$1500.)

THE TIMOTHY BARRY SCHOLARSHIP (Income on \$1000.)

THE JOHN D. BERRAN SCHOLARSHIP (Income on \$3000.)

THE REVEREND WILLIAM P. BRETT, S.J., SCHOLARSHIP (Income on \$2000.)

Founded by John A. Brett in favor of a deserving student who wishes to study for the priesthood.

THE MATTHIAS AND JOSEPHINE BROCK SCHOLARSHIP (Income on \$2500.)

THE JAMES AND ELLEN JOSEPHINE BROPHY SCHOLARSHIP (Income on \$3000.)

THE EDWARD J. BUTLER SCHOLARSHIP (Income on \$5000.)

THE REVEREND FRANCIS BUTLER SCHOLARSHIP (Income on \$1500.)

Founded in January, 1910, by St. Leo's Parish, Dorchester.

THE MARY BURKE BUTLER SCHOLARSHIP (Income on \$5000|)

THE MICHAEL CARNEY SCHOLARSHIP (Income on \$4000.)

THE WILLIAM J. CASEY SCHOLARSHIP (Income on \$5000.)

THE REVEREND FATHER CHARLIER, S.J., SCHOLARSHIP (Income on \$1500.)

Founded by the Immaculate Conception Conference of St. Vincent de Paul Society.

THE CLASS OF 1916 SCHOLARSHIP (Income on \$4156.35.)

THE TIMOTHY W. COAKLEY SCHOLARSHIP (Income on \$2000.)

THE REVEREND THOMAS COGLIN SCHOLARSHIP (Income on \$1500.)

THE RIGHT REVEREND ARTHUR T. CONNOLLY SCHOLARSHIP (Income on \$4000.)

To be awarded by the Reverend Pastor of the Church of the Blessed Sacrament, Jamaica Plain, to a boy living in that Parish who has had at least three years' attendance at the Cheverus Parochial School.

THE CATHERINE MORONEY CONNOLLY SCHOLARSHIP (Income on \$2000.)

THE REVEREND WILLIAM E. CONROY, D.D., SCHOLARSHIP (Income on \$3500.)

THE JANE CRONIN SCHOLARSHIP (Income on \$568.66.)

THE JOHN F. CRONIN SCHOLARSHIP (Income on \$2000.)

Founded by John F. Cronin of Boston, in favor of any deserving young man who is without means of securing an education. All examinations for the same shall be held after due notice is given in at least two newspapers. In the event of no one applying to compete for the scholarship there is reserved the right of selection by His Excellency, the Archbishop of Boston.

THE REVEREND NEIL A. CRONIN, Ph.D., SCHOLARSHIP (Income on \$5000.)

Founded for a boy in St. Augustine's Parish, South Boston, inclined towards the priesthood.

THE MARY EMELDA CURLEY SCHOLARSHIP (Income on \$5000.)

THE DALY SCHOLARSHIP (Income on \$6000.)

THE DANA SCHOLARSHIP (Income on \$3000.)

THE DAY SCHOLARSHIPS (Income on \$4200.)

THE J. C. DeCELLES SCHOLARSHIP (Income on \$1000.)

THE REV. JOHN A. DEGAN SCHOLARSHIP (Income on \$4000.)

Applicable to a graduate of St. Mary's School, Beverly, Mass.

THE MARGARET M. DEVINE SCHOLARSHIP (Income on \$2000.)

THE HENRY DOHERTY SCHOLARSHIP (Income on \$1500.)

THE MARY AND SUSAN DOLAN SCHOLARSHIPS (Income on \$5000.)

Founded by Reverend Michael Dolan of Newton. Two scholarships are for students from Our Lady's Parish, Newton, and one for a student from St. Peter's Parish, Lowell.

THE REVEREND MICHAEL DOLAN SCHOLARSHIPS (Income on \$4500.)

To be awarded to graduates of the Grammar or High School of the Parish of Our Lady at Newton. Appointment to be made by Pastor or Archbishop of Boston.

THE JOHN AND MARGARET DONOVAN SCHOLARSHIP (Income on \$2000.)

To be appointed by the Pastor of St. Francis de Sales Parish, Charlestown, Mass.

THE ELLEN DRISCOLL SCHOLARSHIP (Income on \$1500.)

THE JAMES L. DUFFY SCHOLARSHIP (Income on \$1000.)

THE CLARA C. AND MARY E. DUNN SCHOLARSHIP (Income on \$5000.)

To be awarded annually by vote of the Trustees to some deserving young man whose scholarship record entitles him to consideration and who is without means of paying the annual tuition.

THE JAMES W. DUNPHY SCHOLARSHIP (Income on \$3500.)

To be awarded to a student who wishes to enter the Seminary.

THE REVEREND MICHAEL EARLS, S.J., SCHOLARSHIP (Income on \$1500.)

THE ERIN COURT, M. C. O. F., SCHOLARSHIP (Income on \$2000.)

Founded to promote Catholic Higher Education. This scholarship is to be awarded by competition among the sons of Foresters and preference given to a son of a member of Erin Court.

THE CHARLES T. FISHER SCHOLARSHIP (Income on \$4000.)

THE JEREMIAH J. FITZGERALD SCHOLARSHIP (Income on \$3000.)

THE BRIDGET FITZPATRICK SCHOLARSHIP (Income on \$2000.)

THE ROSE FITZPATRICK SCHOLARSHIP (Income on \$1500.)

THE REVEREND JAMES H. FLANNERY SCHOLARSHIP (Income on \$766.)

THE REVEREND JOHN FLATLEY SCHOLARSHIP (Income on \$1500.)

THE REVEREND MICHAEL F. FLATLEY SCHOLARSHIP (Income on \$1500.)

To be awarded to a deserving student of the parochial school of the Church of the Immaculate Conception, Malden.

THE REVEREND JOHN H. FLEMING SCHOLARSHIP (Income on \$5000.)

Preferably to a student of St. Mary's Parish, Dedham.

THE BRIDGET FLOOD SCHOLARSHIP (Income on \$1000.)

THE JOHN D. AND ELLEN FOLEY SCHOLARSHIP (Income on \$3311.67.)

THE M. C. O. F. SCHOLARSHIP

THE JOHN MITCHEL GALVIN SCHOLARSHIP (Income on \$4000.)

THE REVEREND THOMAS I. GASSON, S.J., SCHOLARSHIP (Income on \$2000.)

THE ELLEN T. GAVIN SCHOLARSHIP (Income on \$2000.)

THE ELIZABETH J. AND DANIEL J. GILLEN SCHOLARSHIP (Income on \$20,000.)

One scholarship for a student of St. Patrick's Parish, Roxbury. One scholarship for a student of St. Thomas Aquinas' Parish, Jamaica Plain. Preference is to be given to those desiring to enter the priesthood.

THE REV. MICHAEL M. GLEASON SCHOLARSHIP (Income on \$4000.)

THE JOHN J. GRIFFIN SCHOLARSHIP (Income on \$4000.)

To be awarded to a young man who will study for the priesthood.

THE ANNIE GRIMES SCHOLARSHIP (Income on \$1255.40)

THE MARY GRIMES SCHOLARSHIP (Income on \$1500.)

THE CURTIS GUILD, JR., SCHOLARSHIP (Income on \$4000.)

The beneficiaries are to be young men who, irrespective of race, color or creed, are American citizens or have declared their intention of becoming American citizens.

THE LEO GUILD SCHOLARSHIP (Income on \$6000.)

To be appointed by the Pastor of St. John's Church, Peabody, in conference with the Leo Guild.

THE JOHN HALLAHAN SCHOLARSHIP (Income on \$10,000.)

THE CATHERINE AND PATRICK HARTNETT SCHOLARSHIP (Income on \$2423.64.)

To prepare worthy young men for the Holy Priesthood.

THE HARRIGAN SCHOLARSHIP (Income on \$1500.)

THE JAMES A. HAYES KNIGHTS OF COLUMBUS SCHOLARSHIP (Income on \$1500.)

THE ELEANOR HEALY MEMORIAL SCHOLARSHIPS (Income on \$10,312.93.)

To be awarded to students who will study for the priesthood.

THE REVEREND JEREMIAH HEALEY SCHOLARSHIPS (Income on \$3000.)

To be awarded to students who desire to prepare themselves for St. John's Seminary, Brighton.

THE REVEREND JOHN F. HEFFERNAN SCHOLARSHIP (Income on \$5000.)

THE CORNELIUS AND MARY HERLIHY SCHOLARSHIP (Income on \$5000.)

THE JOHN W. HODGE SCHOLARSHIP (Income on \$3750.)

THE DR. JOHN A. HORGAN SCHOLARSHIP (Income on \$2000.)

Founded by the Misses Horgan in memory of their brother.

THE MATTHEW HORGAN SCHOLARSHIP (Income on \$2000.)

Founded by his children in affectionate memory of a devoted father and a faithful defender of religion.

THE JOHN W. HORNE SCHOLARSHIP (Income on \$1000.)

THE TIMOTHY A. HURLEY SCHOLARSHIP (Income on \$1200.)

THE ANNIE HUSSEY SCHOLARSHIP (Income on \$2000.)

THE MARY G. KEEFE SCHOLARSHIP (Income on \$1500.)

THE REV. GEORGE A. KEELAN, S.J., SCHOLARSHIP (Income on \$2000.)

THE SARAH KELLEHER SCHOLARSHIP (Income on \$1500.)

THE MICHAEL J. KELLEY SCHOLARSHIP (Income on \$2000.)

THE KATHERINE KILROY SCHOLARSHIP (Income on \$2000.)

THE MARY KRAMER SCHOLARSHIP (Income on \$1500.)

THE REVEREND THOMAS B. LOWNY SCHOLARSHIP (Income on \$3000.)

THE LOYOLA SCHOLARSHIPS (Income on \$5000.)

Founded by Reverend Thomas Scully.

THE LOYOLA GUILD SCHOLARSHIPS (Income on \$16,000.)

Reverend John Bapst, S.J.

Reverend Robert Fulton, S.J.

Reverend E. V. Boursaud, S.J.

Reverend Thomas I. Gasson, S.J.

Reverend Alphonse Charlier, S.J.

Reverend John McElroy, S.J.

Reverend Edward I. Devitt, S.J.

Brother Timothy Fealey, S.J.

THE EUGENE LYNCH SCHOLARSHIP (Income on \$4000.)

THE MARY A. MAGENNIS SCHOLARSHIP (Income on \$4000.)

THE MARY MALONEY SCHOLARSHIPS (Income on \$4000.)

THE SISTER MARITERÉSE SCHOLARSHIP (Income on \$1000.)

THE MARY AND FRANCIS SCHOLARSHIP (Income on \$1500.)

To be awarded to a student who will study for the Church.

THE HANNAH MCCARTHY SCHOLARSHIP (Income on \$1500.)

THE REVEREND JOHN W. MCCARTHY SCHOLARSHIP (Income on \$2759.42.)

For a student from the Sacred Heart Parish, Fall River, Mass.

THE PATRICK F. MCCARTHY SCHOLARSHIP (Income on \$1500.)

THE THOMAS R. MCCOY SCHOLARSHIP (Income on \$5000.)

For a graduate of St. Ann's School, Somerville, or St. Catherine's School, Charlestown, who intends to study for the priesthood.

THE HANNAH McDONOUGH SCHOLARSHIPS (Income on \$10,000.)

For student or students who is or are studying for the priesthood.

THE REV. JOHN E. McELROY, S.J., SCHOLARSHIPS (Income on \$2000.)

THE HENRY P. MCGLINCHY, S.J., SCHOLARSHIP (Income on \$6250.)

For a graduate of St. Mary's School, Lynn, Mass.

THE CATHERINE McGRATH SCHOLARSHIP (Income on \$4000.)

For a member of St. Joseph's Parish, Somerville, Mass.

THE REVEREND PATRICK J. McHUGH, S.J., SCHOLARSHIPS (Income on \$20,000.)

Preference given to veterans of World War II or sons of veterans of World War II.

THE CATHERINE AND SARAH McHUGO SCHOLARSHIP (Income on \$2000.)

THE ANNA B. McKENNA SCHOLARSHIP (Income on \$5000.)

THE REVEREND JOHN W. McMAHON AND ROSE A. McMAHON SCHOLARSHIP

(Income on \$4000.)

The holder of this scholarship is to be determined by the Reverend Pastor of St. Mary's Church, Charlestown, Mass., and his selection is to be limited to a young man who is a present or past member of said parish, preferably a graduate of St. Mary's School. If the Reverend Pastor or the one designated by him does not exercise his right, the holder of said scholarship will be determined by the Reverend President of Boston College.

THE CATHERINE DONOVAN McMANUS SCHOLARSHIP (Income on \$3276.)

To be awarded to a student from the parish of St. Francis de Sales, Charlestown, Mass.

THE RIGHT REVEREND MICHAEL T. McMANUS SCHOLARSHIP (Income on \$3000.)

To be appointed by Sister Superior of St. Mary's Parochial School, Brookline.

THE REVEREND JAMES F. MELLYN, S.J., SCHOLARSHIP (Income on \$4000.)

For a worthy student desirous of becoming a priest of the Society of Jesus.

THE REVEREND JOSEPH F. MOHAN SCHOLARSHIPS (Income on \$13,829.51)

To be awarded to students from the Immaculate Conception parish, Everett, Mass.

THE SOPHIA MUNDY SCHOLARSHIP (Income on \$1500.)

THE CLARA G. MURPHY SCHOLARSHIP (Income on \$1500.)

THE WILLIAM MURPHY SCHOLARSHIP (Income on \$5000.)

THE MARY O'CONNELL AND THOMAS O'CONNELL MURRAY SCHOLARSHIP

(Income on \$3676.02)

THE REVEREND FATHER NOPPER, S.J., SCHOLARSHIP (Income on \$1500.)
Founded by the Holy Trinity Parish, Boston.

THE ELIZABETH O'CONNELL SCHOLARSHIP (Income on \$1000.)
Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

THE FREDERICK P. O'CONNELL SCHOLARSHIP (Income on \$2000.)
Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

THE JOHN AND MARY ELLEN O'CONNOR SCHOLARSHIP (Income on \$2500.)

THE REVEREND MAURICE J. O'CONNOR, D.D., SCHOLARSHIP (Income on \$7500.)

THE REV. MAURICE J. O'CONNOR SCHOLARSHIP (Income on \$30,000.)
Preferably for a student of St. James' Parish, Arlington.

THE HENRY O'DONNELL SCHOLARSHIP (Income on \$2000.)

THE MARY J. O'DONNELL SCHOLARSHIP (Income on \$2000.)

THE MICHAEL O'DONNELL SCHOLARSHIP (Income on \$779.77)

THE JOHN O'HARE SCHOLARSHIP (Income on \$3000.)

THE CHARLES J. O'MALLEY FAMILY RESEARCH SCHOLARSHIPS
(Income on \$42,725.)

THE DR. WILLIAM J. O'REILLY SCHOLARSHIP (Income on \$3579.)
To be appointed by the Dean of Boston College.

THE ORR SCHOLARSHIPS (Income on \$3000.)

THE REVEREND DENNIS O'SULLIVAN, S.J., SCHOLARSHIP (Income on \$2000.)
Founded in memory of the late Reverend Dennis T. O'Sullivan, S.J.

THE HUMPHREY J. O'SULLIVAN SCHOLARSHIP (Income on \$3000.)
To be appointed by the Pastor of St. Patrick's Church, Lowell.

THE GRACE PARKMAN SCHOLARSHIP (Income on \$2000.)

THE MONSIGNOR GEORGE J. PATTERSON SCHOLARSHIP (Income on \$5000.)

THE JOSEPH C. PELLETIER SCHOLARSHIP (Income on \$4000.)

THE JAMES J. PHELAN SCHOLARSHIP (Income on \$5000.)

THE PHILOMATHEIA SCHOLARSHIP (Income on \$21,250.)

THE JUNIOR PHILOMATHEIA SCHOLARSHIP (Income on \$13,000.)

THE MAURICE AND MARY E. POWER SCHOLARSHIP (Income on \$2000.)

THE REVEREND JAMES M. PRENDERGAST SCHOLARSHIP (Income on \$4000.)

THE REVEREND JEREMIAH M. PRENDERGAST, S.J., SCHOLARSHIP
(Income on \$1500.)

THE JANE F. RILEY SCHOLARSHIP (Income on \$47,917.56.)

THE THOMAS RILEY SCHOLARSHIP (Income on \$2000.)

Founded by Mrs. Margaret A. Riley, in affectionate memory of a devoted husband and a generous patron of letters.

THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP (Income on \$5000.)

THE VINCENT P. ROBERTS SCHOLARSHIP (Income on \$6250.)

THE MARY J. ROBINSON FUND (Income on \$12,250.)

THE ROCKWELL SCHOLARSHIP (Income on \$1500.)

Founded in memory of the late Horace T. Rockwell.

THE VERA RYAN SCHOLARSHIP (Income on \$2500.)

Founded in memory of Miss Vera Ryan by her sisters, preferably for a student with a religious vocation.

THE ST. CATHERINE'S GUILD SCHOLARSHIP (Income on \$2000.)

THE BERNARD SCALLEY SCHOLARSHIP (Income on \$1500.)

THE REVEREND WILLIAM J. SCANLON, S.J., SCHOLARSHIP (Income on \$2000.)

THE MARY ANN SCOTT SCHOLARSHIP (Income on \$2321.40.)

To be awarded to a student who wishes to study for the priesthood, preferably to one who desires to enter a Religious Order.

THE DENNIS J. SEXTON SCHOLARSHIP (Income on \$1000.)

THE REVEREND JOHN J. SHAW SCHOLARSHIP (Income on \$1000.)

THE JOSEPH F. SINNOTT SCHOLARSHIP (Income on \$1500.)

THE REVEREND JAMES F. STANTON SCHOLARSHIPS (Income on \$4000.)

THE REVEREND DENNIS SULLIVAN SCHOLARSHIP (Income on \$2562.)

THE ELLIE MULLEN SULLIVAN SCHOLARSHIP (Income on \$2000.)

THE JOHN SULLIVAN SCHOLARSHIP (Income on \$1500.)

THE MICHAEL H. SULLIVAN SCHOLARSHIP (Income on \$2000.)

THE ELIZABETH C. SUPPLE SCHOLARSHIP (Income on \$2000.)

THE REVEREND JAMES N. SUPPLE SCHOLARSHIP (Income on \$1500.)

To be awarded to a worthy student from the Parish of St. Francis de Sales, Charlestown, who desires to study for the priesthood.

THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP (Income on \$1500.)

To be awarded to a deserving student from the Parish of St. Francis de Sales, Charlestown.

THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIPS

(Income on \$12,000.)

To be awarded to the two most successful young men graduating from the St. Columbkille Parish High School.

THE CECILIA TULLY SCHOLARSHIPS (Income on \$4000.)

THE MARGARET TULLY SCHOLARSHIP (Income on \$2000.)

THE LEMUEL P. VAUGHAN SCHOLARSHIP (Income on \$2000.)

THE MICHAEL A. WADE SCHOLARSHIP (Income on \$800.)

THE CATHERINE R. H. WALLACE SCHOLARSHIP (Income on \$2000.)

THE ANNA WARD SCHOLARSHIPS (Income on \$6000.)

THE PATRICK J. WOODS SCHOLARSHIP (Income on \$6250.)

To be awarded to a student from Peabody. .

THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP (Income on \$6250.)

COLLEGE ORGANIZATIONS

Besides the traditional classroom matter and methods, there has always been from the beginning at Boston College, as at all Jesuit institutions, sedulous care paid to those other activities so important in the development of youth, which are only coming to be recognized today in so many other places under the name of "Extra-curricular activities." In the last analysis, all these activities are but a development of and a supplement to the courses of study in the regular curriculum, providing an opportunity for certain profitable academic exercises which cannot be conveniently attempted in ordinary class work. As such, they were outlined as long ago as 1599 in many places of the Jesuit "Ratio Studiorum," especially under the heading of "Academies." Activities of this nature have always been a notable feature of Jesuit Education.

League of the Sacred Heart

The League of the Sacred Heart and the Apostleship of Prayer are devotions whose aim is to keep alive in the students the devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month. On this day the classes assemble in groups for devotions, consisting of a sermon on some topic connected with the Sacred Heart, the recitation of the Act of Reparation and Benediction of the Blessed Sacrament.

Moderator: REV. JOSEPH G. DOHERTY, S.J.

Sodality of the Immaculate Conception

The Sodality of the Immaculate Conception is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action. All the activity of the organization is performed under the special patronage of the Mother of God and each sodalist adopts her as his patroness. Since the sodality was instituted in a Jesuit College for men, it formulates a program which will interest Catholic College men in a spiritual, intellectual and social aspect.

The activities are divided into an internal and external program. The internal program consists of regular weekly meetings. The members assemble in chapel for meditation and benediction. The external activities provide outside lectures and debates, settlement house work and guidance for the blind. The sodality by its program hopes to stir up in its members a greater interest in the doctrines of the Church and to bring its members to be real Christlike children of Mary.

Moderator: REV. JOSEPH G. DOHERTY, S.J.

The Canisius Academy

The Canisius Academy, a function of the Department of Theology, is named after Peter Canisius, a Jesuit writer, scholar, theologian, Confessor, Saint and Doctor of the Universal Church. Formed in 1947, its purpose is to deepen the theological background of interested and capable students so that they will realize more clearly the increasing necessity of thinking and acting with the Church in her mission of channeling the modern world to Christ. The Academy proposes to enrich the theological knowledge of its members so that they will be better prepared to take their rightful place as scholarly apostles in a world which, as Pope Pius XI pointed out, "is experiencing a crisis that is unique in history."

Moderator: REV. WILLIAM V. E. CASEY, S.J.

Honor Society

The Order of the Cross and Crown

Though the spirit of Boston College is preeminently democratic, the school does not fail to recognize degrees of perfection in student achievement. In every democracy there are the "aristoi" or "best men" who generously give of themselves and their talents for the guidance of their State and the sustenance of her spirit. So it is also in college life, democratic though it is, there are always "the best men" groups, and these are they whom Boston College forms into an honor society, "The Order of the Cross and Crown," an organization which is reserved to members of the Senior Class who have achieved distinction during their first three years, both in studies and extra-curricular activities. Any Senior who is an outstanding leader will have won for himself a place in The Order of the Cross and Crown and every Freshman will make such a place his ultimate ambition before he has spent even one month at Boston College. Admission is automatic and solely on achievement.

Moderator: REV. ALEXANDER G. DUNCAN, S.J.

Alpha Sigma Nu

A chapter of this national honor fraternity for students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior Year, must be outstanding in scholarship, loyalty and service to the College.

Moderator: REV. WILLIAM J. LEONARD, S.J.

Aquinas Circle

The Aquinas Circle, an organization conducted for Juniors and Seniors only, affords its members opportunity to study and discuss general philosophical principles and apply these principles to social and political questions of the day.

Moderator: REV. LEO A. REILLY, S.J.

Boston College Camera Club

Pursuing its stated objective of "promoting an active interest in the science of photography and skill in its practice," the Boston College Camera Club is of interest to the beginner and the advanced photographer. Its dark-room on the second floor of the Tower Building is fully equipped and easily accessible. The club also possesses camera equipment including a 4x5 Speed Graphic which may be used by any member in good standing. Regular contests are held throughout the year taking advantage of our photogenic campus.

Moderator: MR. FRANCIS E. MURPHY

Boston College Chemical Society

Regularly matriculated undergraduate students at Boston College are eligible for membership in the Boston College Chemical Society. This organization is not restricted to chemistry majors but is open to all those who have an interest in chemistry. The Society affords an opportunity for its members to become better acquainted socially, to broaden their knowledge of chemistry and of chemical industry, to gain experience in preparing and presenting technical material before chemical audiences, and to instill a professional pride in chemistry.

The Society's program is planned with these objectives in view. The program includes lectures by well known academic and industrial chemists, student and alumni speakers, tours through New England's leading chemical concerns, and a varied social program.

The Society is affiliated with the American Chemical Society and is a member of the Intercollegiate Chemical Society. It maintains its own publication, the "Chem Bulletin." It sponsors student research groups under faculty direction.

Moderator: REV. ALBERT F. MCGUINN, S.J.

Chess Club

The purpose of the Chess Club is to afford the students an opportunity to enjoy the keen competition which this game provides. Regular teams compete in chess leagues and tournaments with other colleges. Instruction is provided for beginners and a ladder system is maintained.

Moderator: REV. JAMES W. RING, S.J.

The Classical Academy

The Classical Academy is an undergraduate organization whose members engage in the reading and discussion of the literature and philosophy of Greece and Rome. It is administered by the Department of Classics. It sponsors the presentation by distinguished scholars of occasional public lectures on important features of ancient classical civilization.

Moderator: DR. JOSEPH P. MAGUIRE

Fulton Debating Society

Since 1868 when Father Robert Fulton, S.J. organized the Senior Debating Society, debating has been a major activity at Boston College. In 1890, the Society took the name of its founder. Today the Fulton, with its yearly schedule of several intercollegiate debates, and weekly debates within the Society, develops the capacity of thinking clearly and quickly in the stress and strain of hostile contention, and it offers to Juniors and Seniors a splendid opportunity to prepare themselves for an active part in public life.

Moderator: REV. PAUL J. McMANUS, S.J.

Marquette Debating Society

This society, limited to the Freshmen and Sophomore classes, emphasizes the necessity of purity of diction and precision of logic in forensic eloquence. A weekly debate with open forum enables the student to put the fundamental rules into practice and receive helpful criticism and correction. During the year competition is given the society through Intercollegiate debates.

Moderator: REV. JOSEPH P. CAREW, S.J.

Dramatic Society

The Dramatic Society offers an opportunity to those who wish to improve presence, poise and voice. Two plays, one Shakespearean and one modern, preferably a Boston premiere, are presented. Radio and One-Act Play experience is frequent. Tryouts are held in September. Best professional opportunities lie in the fields of staging, lighting and design.

Moderator: REV. ROBERT J. McEWEN, S.J.

Producer: MR. FRANCIS W. SIDLAUSKAS

Economics Academy

The purpose of this academy is to afford its members the opportunity (1) to hear experts present their views on modern economic problems, (2) to participate in a free and full discussion of them, (3) to present topics for discussion under direction.

Moderator: REV. W. SEAVEY JOYCE, S.J.

Fine Arts Academy

An activity for the purpose of familiarizing the members with the Fine Arts. A full program of group discussions, guest artists and lecturers, and social activities.

Moderator: DR. FERDINAND L. ROUSSEVE

Boston College Foreign Trade Club

The club is an organization of students of Economics who are interested in international trade, particularly practical problems of exporting and importing. Meetings are held weekly. The Boston College Foreign Trade Club maintains a direct affiliation with the New England Export Club which is composed of business men who are engaged in exporting and related activities. Twice a month business men from the New England Export Club come to the Boston College Student Chapter to present talks and lead discussions on foreign trade procedures and practices. In the other two meetings, subjects of interest are discussed by the members, socials are held, and movies are shown. Senior members who become proficient in foreign trade principles and procedures are awarded certificates of merit by the New England Export Club.

Moderators: DR. TIHAMER I. FABINYI

MR. DONALD J. WENGER

The German Academy

The outstanding classics of German literature form the subject of the readings and discussions of the German Academy. This organization meets each week for this purpose. At each meeting a paper on some assigned topic is read.

Moderator: DR. PAUL A. BOULANGER

Musical Organizations

The purpose of the musical organizations at Boston College is to foster the talents of those students with some musical background, and to give an opportunity for public appearance for groups and soloists. All the musical organizations rehearse twice each week.

Glee Club and Concert Orchestra: The Glee Club and Concert Orchestra work as a unit known as the Boston College Musical Clubs. They assist at various college activities and during the winter and spring seasons perform for sponsors throughout the New England area. The development of vocal and instrumental soloists is encouraged. An octet, directed by a member of the student body, is available for short programs. A dance band composed of members of the Concert Orchestra plays for dances after the concerts.

Band: The purpose of the Band is to accompany the football team in its fall program. Until December first the Band is available for rallies, assemblies and other college programs.

Choir: The function of the Choir is to provide the music for all liturgical functions at Boston College. Gregorian chant and the best ecclesiastical music is stressed.

Moderator: REV. HENRY A. CALLAHAN, S.J.

Director: WALTER L. MAYO

Associate Members, American Institute of Physics

Students who are majoring in Physics and who have been accepted as associate members in the American Institute of Physics have their meeting bimonthly in the Boston College Chapter. The purpose is the advancement of the knowledge of physics and its application to human welfare. Placement service, information on the professional work required today, as well as encouragement and help in graduate work, is given by the National Society and the Chapter.

Moderator: REV. JOHN A. TOBIN, S.J.

Pre-Medical Club

The Pre-Medical Club has for its purpose a better understanding of various phases of medical education and medical practice, and the discussion of modern topics which concern both medicine and morality. It also serves as a common bond of union, through its social activities, for the Junior and Senior premedical students, who are prevented by a strenuous class and laboratory schedule from sharing many of the extracurricular activities of the College. In this organization the students find a means of greater cooperation with their professors and a more intelligent appreciation of their special advantages, as well as the development of deeper friendships among themselves.

Moderator: REV. MICHAEL P. WALSH, S.J.

The Psychology Club

The Psychology Club, while organized particularly for those students who are majoring in Psychology, is open to all students of Boston College who are interested in the purposes and subject matter of Modern Psychology and its allied fields. Regular meetings are held three times each month. Group discussions on topics of psychological interest are supplemented by demonstrations, films and guest speakers.

Moderator: REV. JAMES F. MOYNIHAN, S.J.

Radio Club

The Radio Club was organized in 1919. Its purpose is to inculcate and develop in the students an intimate knowledge of the modern applications of radio telegraphy and telephony. The original equipment was a gift of His Eminence, the late William Cardinal O'Connell, D.D., Archbishop of Boston. With the march of progress in the science of radio many radical changes in the equipment have taken place. At the present time the station, operating under the official call letters W-IPR, is equipped with a one-hundred watt continuous wave transmitter, operating on the amateur harmonically related transmission bands. In addition an experimental 56 to 60 megacycle transmitter and receiver forms an auxiliary unit for telephonic and telegraphic operation in the quasi-optical portion of the spectrum. The main receiving equipment is of the most modern short-wave super-

heterodyne type that responds to all amateur and important commercial frequency bands. The signals from W-IPR have been heard the world over, and the receiving equipment is equally effective. The station is located in the Department of Physics. The elevation of the second floor of the Science Building, where the transmitter is situated is 220.7 feet above mean sea level, and its latitude is $42^{\circ} 20' 8.6''$, and its longitude is $71^{\circ} 10' 5.6''$.

Moderator: MR. GLENN S. LARSON

Ricci Mathematics Academy

The Ricci Mathematics Academy, named in honor of Father Ricci, S.J., a zealous missionary in China and renowned mathematician during the early years of the Society of Jesus, aims to impart a cultural background which will enable those interested to appreciate the significance of recent developments in Mathematics. It offers the student an opportunity to suggest his own problem and present it before the members at a regular meeting. The Academy is open to Sophomores and Freshmen. The policy followed is to have a member of the Mathematics faculty speak at every second meeting. Usually two student members read papers, one historical and the other mathematical, and these papers are published in the Academy's publication, Ricci Mathematical Journal.

Moderator: MR. JOSEPH F. KREBS

French Academy

The French Academy serves primarily to aid its members in exercising themselves in the conversational use of the French tongue, to encourage interest in French Literature and reading in the better French authors, to produce and present from time to time academic exercises in French plays, debates, oratorical contests. Meetings are held twice a month, consisting of readings from French authors, literary analysis of texts, translation of excerpts, lectures, debates or dramatic productions, followed by an informal period of discussion, criticism and coaching.

Moderator: REV. JOSEPH D. GAUTHIER, S.J.

Italian Academy

After several years of inactivity, the Italian Academy was reorganized in 1950. The Academy is open to all students. Knowledge of the Italian language is not necessary as the purpose of the club is to appreciate more fully Italian culture and customs.

Moderator: MR. ROBERT SCALERA

Spanish Academy

The Spanish Academy meets twice a month after the afternoon classes. This club is designed to supplement the regular class work by furnishing the student an

opportunity to increase his knowledge and enhance his appreciation of the Spanish language and literature. The programs are arranged to include informal discussions on current happenings, study and presentation of dramas and debates. Discourses on Spanish history and literature will be given by invited lecturers.

Moderator: MR. JAMES HARVEY

The Student Council

The Student Council was formed in 1948 to serve as a channel through which the combined student body might formulate its views on student problems and as an instrument to perform designated activities on behalf of the student body. It serves as the local unit of the National Student Association and the National Federation of Catholic College Students.

Moderator: REV. FRANCIS J. TOOLIN, S.J.

World Relations League

In the fall of 1945, the World Relations League was founded as a successor to the informal unit of the Student Peace Federation which had been in existence at the college since October, 1939. The newly organized League meets bi-monthly to discuss current problems dealing with international affairs, and to formulate definite positions concerning them. The League will also represent the college in meetings with collegiate organizations concerned with public issues of an international character.

Moderator: REV. JAMES L. BURKE, S.J.

Writers' Workshop

The goal of the Writers' Workshop is to stimulate and encourage the growth of Catholic writers. The Workshop provides a place for young writers to meet and help one another, a place where they can find for their work a receptive audience and objective criticism. It also affords a training which will enable the interested and persevering student to achieve recognition both in campus and professional publications. Meetings are held weekly.

Moderator: MR. WESTON M. JENKS

Intramural Athletics

The program of Intramural Athletics, conducted by a staff of experienced directors, serves in the development of the student by providing opportunities to engage in basketball, touch football, tennis, volley ball, softball, boxing, track, fencing, weight lifting and hand ball.

Moderator: REV. JAMES W. RING, S.J.

Director: MR. MALCOLM McLOUD

Student Publications

THE BOSTON COLLEGE STYLUS

THE BOSTON COLLEGE STYLUS is published monthly from November to May by the students of the College of Arts and Sciences. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

Director: REV. FRANCIS W. SWEENEY, S.J.

THE BOSTON COLLEGE HEIGHTS

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the school. It also serves as a bond between the undergraduate body and the alumni.

Director: REV. THOMAS F. FLEMING, S.J.

THE SUB TURRI

THE SUB TURRI is the annual publication of the Seniors of the College. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

Director: REV. PAUL S. McNULTY, S.J.

THE HUMANITIES

THE HUMANITIES, the Boston College Classical Bulletin, is an undergraduate publication devoted to the study of the ancient civilization of Greece and Rome in the light of Christian principles. It is published by the Department of Classics. Unless otherwise stated, all contributions are from students of Boston College.

Moderator: REV. OSWALD A. REINHALTER, S.J.

Assistant: MR. MALCOLM McLOUD

RICCI MATHEMATICAL JOURNAL

THE RICCI MATHEMATICAL JOURNAL is the official organ of the Mathematics Academy. It is published four times a year. Most of the copy is submitted by the undergraduates.

Director: MR. JOSEPH F. KREBS

THE SEVENTY-FIFTH
COMMENCEMENT
of
BOSTON COLLEGE

Wednesday, June Thirteenth
MCMLI
At Four o'Clock in the Afternoon
COMMENCEMENT EXERCISES

I. ORDER OF PROCESSION

THE CHIEF MARSHAL
MARSHALS OF THE GRADUATING CLASS

College of Arts and Sciences
Graduate School
School of Law
School of Social Work
College of Arts and Sciences Intown
College of Business Administration
School of Nursing

FACULTY MARSHALLS

The Faculty of the School of Nursing
The Faculty of the College of Business Administration
The Faculty of the College of Arts and Sciences Intown
The Faculty of the School of Social Work
The Faculty of the Law School
The Faculty of the Graduate School
The Faculty of the College of Arts and Sciences

MARSHAL OF GUESTS AND ALUMNI

Members of the Boston College Alumni
The Guests of the Several Schools
The Dean of the School of Social Work and the Dean of the School of Nursing
The Regent of the School of Nursing and
the Dean of the College of Business Administration
The Dean of the College of Arts and Sciences Intown and Joseph Edward Sullivan
The Regent of the School of Social Work and Thomas Edward Murray
The Dean of the School of Law and Harold Arnoldus Stevens
The Dean of the Graduate School and Lars Valerian Ahlfors
The Dean of the College of Arts and Sciences and Leonard Carmichael
The Reverend President and
His Excellency Archbishop Richard James Cushing

II. THE READING OF THE DEGREE BY THE DEAN OF THE COLLEGE

REVEREND ERNEST B. FOLEY, S.J.

Ad Majorem Dei Gloriam

Curatores Collegii Bostonensis Societatis Jesu omnibus praesentes literas visuris salutem in Domino,. Hisce literis nos ad id muneris summa Republicae auctoritate delegati testamur dilectos nobis rite probatos ad Artium, Scientiae, Educationis, Legum, Rei Socialis, gradus fuisse provectos et omnibus et singulis juribus et privilegiis ad istos gradus pertinentibus eos a Nobis fuisse donatos.

Quod ut omnibus innotescat praesentes Literas communi nostro sigillo et Praesidis hujus Collegii chirographo munitas dedimus in aula nostra Academica die tertio decimo mensis Junii anno Domini millesimo nongentesimo quinquagesimo primo.

For the Greater Glory of God

The Trustees of Boston College of the Society of Jesus extend greetings in our Lord to all who will peruse this document. By it, we—empowered by the supreme authority of the State for this purpose—testify that our beloved having been duly examined, have been advanced to the dignity of Bachelor or Master in the fields of Arts, Sciences, Education, Law or Social Work, and have been invested by us with each and every right and privilege belonging to said dignity.

That this may be made known to all, we have issued in our Academic Hall, the present document, fortified by our official seal and the signature of the President of this College.

III. THE HONORARY DEGREES ARE CONFERRED BY THE PRESIDENT OF THE COLLEGE

VERY REVEREND WILLIAM L. KELEHER S.J.

IV. THE DEANS OF THE SEVERAL FACULTIES PRESENT CANDIDATES FOR DEGREES IN COURSE:

In Arts and Sciences, DEAN ERNEST B. FOLEY, S.J.

In Graduate School of Arts and Sciences and of Education, DEAN GEORGE A. O'DONNELL, S.J.

In School of Law, DEAN WILLIAM J. KENEALY, S.J.

In School of Social Work, DEAN DOROTHY L. BOOK, A. B.

In College of Arts and Sciences Intown, DEAN JOHN W. RYAN, S.J.

In College of Business Administration, DEAN JAMES D. SULLIVAN, S.J.

In School of Nursing, DEAN RITA P. KELLEHER, R.N., M. Ed.

V. THE PRESIDENT OF THE COLLEGE CONFERS DEGREES IN COURSE

VI. ADDRESS TO THE GRADUATES BY

LEONARD CARMICHAEL

VII. CLOSING BLESSING

HIS EXCELLENCY, ARCHBISHOP RICHARD JAMES CUSHING

HONORARY DEGREES

Doctor of Laws

JOSEPH EDWARD SULLIVAN

LARS VALERIAN AHLFORS

THOMAS EDWARD MURRAY

HAROLD ARNOLDUS STEVENS

LEONARD CARMICHAEL

COLLEGE OF ARTS AND SCIENCES

Degrees in Course

Bachelor of Arts with Honors

Robert John Bond, summa cum laude	Thomas Patrick O'Malley
Francis Clement Cadigan, Jr., cum laude	Murray Samuel Paull
Robert Bernard Carson	Gerald Thomas Peters, magna cum laude
Robert Joseph Corcoran	Charles Lionel Regan, magna cum laude
John Francis Cronin, cum laude	Kenneth Paul Sanford, magna cum laude
James Francis Cunningham, cum laude	Gregory Joseph Schipani, cum laude
Edward Michael Curran	Arthur Thomas Silk, cum laude
Anthony James Daniele, magna cum laude	Vincent Paul Stanton, cum laude
George Raymond Desmond	Francis Joseph Sullivan, cum laude
Henry Francis Doherty	Francis Timothy Sullivan, cum laude
Maurice Francis Downey, cum laude	Joseph Francis Sullivan
Robert Lawrence Farrell	Victor Joseph Terranova, cum laude
Gerald Brian Fisher, cum laude	Timothy John Toomey, Jr.
Ira Goldstein, cum laude	Mahal Gregory Toupouzis, cum laude
William Joseph Hagerty	Raymond Augustine Trott, magna cum laude
Francis Joseph Irons, cum laude	Everett Francis Vierra, magna cum laude
William Lloyd Jones, cum laude	Sebastian Joseph Vincello, cum laude
John Edward Kearney	Ronald Martin Weyand, cum laude
John Edward Kennedy	James Lowell Wiles, cum laude
James Peter Kenney, Jr., cum laude	Albert Farley Allaire, cum laude
Morton Irving Kliman	William Paul Attridge
Carl John Maddaleni, cum laude	William James Aylward
Michael Joseph Malone, cum laude	Francis Gerard Bane
Albert Joseph Marcotte, cum laude	Robert Joseph Barrett
Gerald Joseph McCarty	William Joseph Barrett
Joseph Duncan McLellan	Daniel James Berardi
William Leonard McLellan	Amelio James Bertelli, magna cum laude
Robert Louis Meade, cum laude	
Peter Joseph Murphy, cum laude	
Hugh Edward O'Donnell	

Bachelor of Arts

Raymond Paul Bertrand, cum laude	Robert Winn Bullock
Richard Charles Boulton	James Michael Burke
Robert Joseph Bowdring	Thomas Francis Burke, magna cum laude
Lawrence Joseph Boyle	Edward Andrew Butters
Paul Joseph Breslow	John Patrick Byrne
Edmund John Buchinskaskas, cum laude	Salvatore Joseph Cacciola
Cornelius Francis Buckley, cum laude	

Robert Francis Campbell
John Thomas Canane
George Stanley Capernaros
James Joseph Capone, cum laude
Frank Charles Cardosi
William Thomas Carey, cum laude
Samuel Peter Carito, Jr.
John James Carrigg
William Jeremiah Carrigg
Robert Paul Carroll
Walter James Casey
Peter Paul Cerasoli
John Baptist Ciampa, cum laude
John Robert Coakley, cum laude
John Joseph Connell
Roderick Michael Connelly, Jr.
Walter Joseph Connelly
Joseph Henry Coppinger
Francis Xavier Corcoran
Walter Joseph Corcoran
Richard Mark Costa
David Michael Crehan
Edward William Crowley
Richard Warren Curran
James Joseph Curry, Jr.
Vincent Eugene Daily, cum laude
Richard George D'Amico
James Joseph Davis, cum laude
Gerard Francis Delang
Michael Richard DelVecchio
Leonard Joseph D'Eon
Carl Robert Deyeso
Gillis, M. Dionne
William Peter Dolan
David Joseph Donaghue
John Coughlin Donohoe
Richard Arthur Donohoe
Francis Thomas Donovan
Jeremiah Joseph Donovan
Joseph Lawrence Dooley, Jr.
Patrick Joseph Doonon
Joseph James Doucette, Jr.
Bernard Joseph Driscoll
Eugene William Driscoll, Jr.
Paul Justin Dunbar
James Joseph Dunn, Jr.
John Joseph Durkin
Richard Joseph Earley
Gerald Francis Faherty
Walter Arthur Falvey, Jr.
Richard Joseph Faulstich
Thomas John Finn, Jr., cum laude
Thomas Anthony Flaherty
Richard Phillip Floyd
Daniel Francis Ford
Richard Daniel Fountain, cum laude
Richard Edward Frates, cum laude
John Robert Gallagher
John Begley Galvin
John Patrick Garrity
John Joseph Gaudet
Louis Antoun George
Thomas Joseph Gibbons

David Leo Godvin
William Gerard Gormley
Edward Joseph Gregg
George Charles Hajjar, cum laude
John Robert Hankard
Joseph Michael Hanley
Robert Frederick Hanlon
Francis Mark Hannon
Edward Henry Lewis Hartnett, Jr.
Cornelius Francis Hart
Paul Damien Hatton, cum laude
Richard David Healey
John Edward Hegarty
Thomas Francis Higgins
George Edward Higley, Jr.
Richard Matthew Hines
John Holland, Jr.
Daniel Joseph Horgan, Jr.
Charles Richard Horton
Robert Edward Houlihan, cum laude
Carl Francis Humphreys, Jr.
Charles William Hunter
Walter Joseph Hurley
Vincent Francis Jackmauh
Robert Boylan Joslyn
Thomas Edward Joyce
Thomas Joseph Joyce
Irving Edward Kane
Daniel Edward Kearns
Francis Paul Kelley
William Francis Keough, Jr.
Harry James Kirby
Donald Anthony Kreinsen
Philip George Krim
Gerard Francis Lane
Donald Leo Lanoue
Eugene Edward Lanzilla, cum laude
Paul Armand Lauzon, cum laude
Thomas Joseph Leahy, Jr.
Edward Durkin Lowney
John Daniel MacDougall, Jr.
William Arthur Mackie
Vincent Patrick MacQueeney
Thomas Daniel Mahon
John Edmund Mangini
Robert Emmett Martin, Jr.
George Joseph Mason
David Francis McAvinn, cum laude
Frank Wesley McCulloch
Robert Joseph McDonough
John Paul McMath
Paul Francis McNamara
Peter Paul McQuaid
Thomas Richard Melia
John Francis Mescall, magna cum
laude
James Eugene Mitchell
William Francis Moore, Jr.
Daniel Irwin Mullally, cum laude
Albert Ignatius Murphy
James Joseph Murphy, Jr., cum laude
John Henry Murphy, Jr.
Thomas Kevin Murphy, cum laude

William Nicholas Murray
 Leo Martin Norton, Jr.
 Richard Joseph Oates
 Paul Edward O'Brien
 Francis Joseph O'Donnell
 James Michael O'Donnell
 William Edward O'Donnell
 Leo Paul O'Keefe
 Robert James O'Keefe
 Leon Francis O'Meara
 Arthur Joseph O'Neill, cum laude
 James Edward O'Neill
 Thomas Joseph O'Neill
 Angelo Charles Pappalardo
 John Joseph Parla
 Arthur Frank Pierce
 Dana Charles Pierce, cum laude
 Gerard George Pink
 George Edward Port
 Francis Xavier Quinn
 Richard Francis Quinn
 Joseph Thomas Quintal
 Thomas James Quirk
 Francis Xavier Ranaghan
 Carl Gilbert Rea
 John Joseph Reagan, cum laude
 Timothy Michael Reardon
 Robert Christopher Resker
 Edward Francis Roach, Jr.
 Dennis Joseph Roberts

John Joseph Rogan
 Robert Golden, Romano, cum laude
 Roy Francis Ross, cum laude
 Nicholas Thomas Russo
 Richard Francis Russo
 Joseph Donald Saccone
 Leo David Salvucci
 John Peter Sanderson
 Frank Victor Shellenback
 Edward Richard Skeffington
 Frank Albert Stackpole
 John James Stanton
 Paul Leo Stapleton
 John Joseph Sullivan
 John Joseph Sullivan
 Daniel Eugene Tangney
 John Frederick Taylor, Jr.
 Paul Augustine Teehan
 Martin Joseph Thornton
 Maurice John Tierney
 Thomas Patrick Tivnan
 Frederick Thomas Van Veen
 Joseph Edward Walsh, magna cum
 laude
 Michael Francis Walsh
 Francis Joseph Weisslinger, Jr. cum
 laude
 Thomas James Welch
 Leo Edward Wesner
 John Edward Whelton

Bachelor of Science

Harry Agahigian, cum laude
 Kenneth Joseph Ahearn
 John Joseph Ahern
 Elmo Lawrence Albertelli
 George Henry Allen
 Morton Frank Alpert
 Alfred Francis Anderson
 William Matthew Anderson, cum laude
 Francis Edwin Antonellis
 William Augustine Armstrong
 Thomas Patrick Asip
 Francis Edward Babineau
 Charles Andrew Bacigalupo
 John Joseph Bacon
 Victor Andrew Balchunas
 Wilfred John Baranick, cum laude
 Paul David Barker
 Robert Francis Barrett, cum laude
 Francis Patrick Barron
 Richard Dermody Barry
 Roger William Barry
 Harold Raymond Bassett, cum laude
 Joseph Edwin Bastable
 Louis Joseph Belliveau, cum laude
 Albert William Bennett, cum laude
 Richard Alcide Bernardin
 Francis Michael Bianco
 William Francis Blake
 Edmund Alphonse Blondin
 John Frank Bonasera

Paul Vincent Bossi
 Richard James Boyle
 Alfred Francis Breen
 Thomas Leo Brennan
 Edward Robert Bresnahan
 Stanley Carl Brockman, magna cum
 laude
 James Martin Broderick
 William James Broderick
 Stephen Desiderius Bruck, cum laude
 Joseph Alfred Buchanan
 Robert Charles Buckley
 Andrew Joseph Bullock
 Alfred Leo Butler, Jr.
 Jerome Christopher Callahan, Jr.
 Paul Powers Callahan
 Paul Joseph Cameron, cum laude
 Gerald Thomas Campbell, Jr.
 William John Campbell
 Joseph Francis Canney
 Frederick Pasquale Capone
 Edmund Henry Carnevale, cum laude
 Arthur Francis Carr
 Walter Vincent Carty, cum laude
 William Thomas Casey
 Robert Louis Castagnola
 Leonard Stanley Ceglarski
 Francis Edward Charles
 Thomas Paul Chatalbash, cum laude

Paul Vincent Choate	Charles Lawrence Devoe
Donald Edward Clark, cum laude	Edward Francis DiGiovanni
Charles Michael Clasby	Anthony Ralph DiIanni
Philip Eugene Coen, Jr.	John Philip DiMattia
William Daniel Coffey, cum laude	Raymond Anthony DiMuzio
John Joseph Coggins, Jr.	Francis James Doherty
Francis Edward Coleman	Philip Bernard Dolan
Edmund Thomas Collins, Jr.	Leonard Emil Donadio
Joseph Gerard Collins	George Joseph Donatello
William Francis Collins	Carl James Donlon, Jr.
William Walter Commins	Francis David Donoghue, cum laude
John Joseph Connelly, Jr., cum laude	Michael Joseph David Donovan
John Peter Connelly	Paul Royal Donovan, Jr.
John Russell Connelly	Henry Kenneth Dooley
John William Connolly	Joseph Leo Dorrington
Malcolm William Connor, Jr.	John James Downes
Vincent Cornelius Connors	John Joseph Doyle, Jr.
James Anthony Conway	Joseph James Doyle, Jr.
William Cauty Conway	Paul James Doyle
Francis Eugene Cooper	Edmond Louis Dragon
Walter Patrick Copley	Francis James Driscoll
John Ernest Corrado	Paul Harrington Duff, Jr.
William Hungerford Coss, Jr.	Thomas Martin Duffin
Carl Albert Costanza, Jr.	Paul Vincent Dullea
James Francis Costello	Irenee John Dumaine
Thomas Patrick Costin, Jr.	James Francis Dunphy, cum laude
John Patrick Courtney	Philip William Dunphy
Warren John Cox	Thomas Stephen William Durant
Paul Alexander Crandell	William Virginio Durante
John Michael Creamer	John Alan Dwyer
John Joseph Crimmins, Jr.	James Anthony Elbery
James Alexius Cronin, Jr.	Ralph Gray Eldridge
Jerome Joseph Cronin	Frank William Ellis
Edward Thomas Crosby	Harold Joseph Fagan
George Stanley Crosby	Leo Paul Fahey
Albert Henry Crowley	John Paul Falvey
John Walter Crowley, Jr.	George Valdez Farrell, Jr.
Robert James Crowley	John Thomas Farrell, Jr.
Charles Edward Cuniff, Jr.	Charles Augustus Ferguson
Thomas Henry Curley, Jr.	Alexander Joseph Ferretti
Thomas Patrick Curran	Arnold Dominick Fiascone, cum laude
William Joseph Curry	Alfred Joseph Fichera
William Arthur Curtin, cum laude	William Michael Finn, cum laude
William Francis Dacey	James Anthony Fiore
John Philip Dawley	Robert Gerard Fitzgerald
Frank Anthony DeChristopher	James Thomas Flaherty
Williard Litton DeClue	Leonard Francis Flaherty
Thomas Vincent Deegan	Philip Francis Flaherty
Raymond Edward Deely	Kevin Francis Flanagan
Michael John DeFrancesco	Cornelius Donald Flynn
James Edmund Delaney, cum laude	John Bernard Flynn, magna cum laude
Robert Patrick Delaney	Maurice Junior Flynn
Leonard Francis DeLosh	Robert Stratford Flynn
Herbert Francis Dennin, Jr., cum laude	William Francis Flynn
Philip John Dennis	James John Foley
William Alfred Dennis	John William Foley, cum laude
James Joseph Derba, cum laude	Leo Francis Foley, Jr.
Albert Ernest DeRobbio	George Francis Fonseca, cum laude
Edward John DeRoche	James Alfred Ford
Angelo John D'Eugenio	Peter Paul Frasca
John Joseph Devaney	Arthur John Fronda
Edward Joseph Dever	Robert Louis Gagnon
James Leo Dever	James Paul Gallagher

- Paul Francis Gallagher
 James Joseph Gallery, Jr.
 Samuel Robert Gargano, cum laude
 Hervey Joseph Gautreau
 John Ralph Garvey
 Coleman Patrick Geary
 Roland Philias Gendron
 Peter Paul George
 Deane George-Adis
 Peter Richard Gerardi
 Carlo Batista Geromini
 John Milles Gettings
 John Anthony Giliberto
 John Duncan Gillis, Jr.
 Leonard William Gilmartin
 Robert Murray Gogan
 Albert Adelard Goodrow
 Francis John Gorman, Jr.
 Kenneth Adams Gorman
 Kenneth Francis Gray
 Thomas Richard Gregory
 Thomas Francis Griffin
 Norman William Guinard, cum laude
 John William Gunn, Jr.
 Charles Edward Hagan
 John Joseph Hallahan
 James Edmund Hanlon
 James Francis Hanlon
 Leo Francis Hannon
 William Francis Hanrahan
 John Louis Harbison
 Robert Alexander Harding
 Francis Henry Harrington
 William Albert Harwood
 Edward Elais Hassey
 George John Haykal
 Paul Vincent Healey
 Gregory Francis Hebard
 Joseph Michael Hennessey, cum laude
 Thomas James Hennessey
 William Joseph Hennessey
 Edward Patrick Henry
 William Patrick Heslin
 Ronald Joseph Hickey
 William Edward Hickey
 Carl Theodore Hoefel
 Francis James Hoey
 J. Bennett John Holden
 John Francis Holland
 Paul Conway Holland
 Richard Downing Hopkins
 John Bernard Horrigan
 Robert Francis Howard
 Irving Tecumseh Howe, Jr.
 Arthur Francis Hughes
 Daniel Edward Hughes, cum laude
 William Edward Hughes
 Donald Francis Hurley
 Francis Augustine Hurley
 Paul Edward Hurley
 Martin Hyman
 Melvin Jason Jacobs
 Charles Enos Jedrey, Jr.
 Charles Henry Jenest, cum laude
 William Edward Jennings
 Anthony Wayne Johnson
 Robert Anthony Joseph
 Martin Joseph Joyce
 Robert Emmett Joyce
 John Francis Kain
 Paul Gerard Kamp
 Joseph Patrick Kane
 James Francis Keaney
 John Francis Keeley
 Edward Eugene Keenan
 Edmund Owen Kehoe
 William Joseph Keliher
 Owen Joseph Kellett
 Arthur Paul Kelley
 William Joseph Kelley, Jr. cum laude
 William Paul Kelly
 William Francis Kelliher, Jr.
 William Leo Kendrick, Jr.
 John Frederick Kennedy
 John William Kennedy, Jr.
 William Joseph Kennedy
 John Joseph Kenney
 Joseph William Kenney
 Jeremiah Joseph Kiely, cum laude
 Philip James Killion
 Thomas Joseph Killion, Jr., cum laude
 Abram Oliver King
 Paul Henry King
 Louis Kirsner
 William Kokinakakis, Jr.
 Edward Andrew Lamphier, Jr.
 Gerard Joseph Lapierre
 Thomas Ryan Leahy
 Gerald Joseph Leaver
 Thomas William Leavitt
 Francis Joseph Lee
 Nicholas John Lembo
 Robert Lennon
 Robert George Lenox
 John Matthew Leonard
 Stephen Anthony Leone
 Roger Andrew LeTourneau
 Donald Levitan
 David Louis Levy, magna cum laude
 William Richard Lewis
 John Thomas Loftus, Jr.
 Francis Anthony Logue
 George Edward Lonergan, Jr.
 George Morrison Loveless, Jr.
 John Ivar Lund
 Paul Anthony Lydon
 Cornelius Thomas Lynch, Jr.
 Thomas Gerard Lynch
 Walter Michael Lyon
 Joseph Bartholomew Lyons
 Kenneth William Lyons
 Alexander Lawrence MacDonald, Jr.
 Andrew Hugh MacDonald
 John Allan MacDonald
 John Allan MacDonald
 John Angus MacDougall, Jr., cum laude

Frederick Charles MacNeil
John Giles Mahler, Jr.
Joseph Patrick Mahoney
Thomas Daniel Mahoney
Thomas Francis Mahoney
William David Mahoney
Frank Louis Maiuri
Glenn Turner Malloy, cum laude
Eugene Thomas Maloney
Robert John Maloney
Edward Vincent Marikle
Philip Alfonso Marino
Lawrence John Maroni
William Thomas Marrigan
Raymond Stuart Martin
Frederick Herbert Maurer, Jr.
Fred Joseph Mauriello
Herbert Fisher May
Henry Jerome Maznicki
Horace Michael Mazzone
Daniel Paul McAleer
Raymond Richard McAndrew
Robert Charles McAnespie
George Francis McCabe
Howard Alfred McCabe
Francis Xavier McCall
John Robert McCarthy, cum laude
Robert Sylvester McCarthy, Jr.
John Francis McClay, cum laude
Eugene Joseph McCue
John William McCue
James Patrick McDermott, cum laude
Joseph Francis McDonald
Lloyd Philip McDonald, cum laude
Raymond Joseph McDonald
Robert Edward McDonald
William Francis McDonald
Myles Francis McDonough
Robert James McDuff
Lawrence Arthur McGaughey
Thomas Patrick McGinn
Michael Martin McGoldrick
John Francis McGovern
Allan James McGrath
Stephen Ritterbush McGrath
Joseph Leo McKenna
Cornelius Joseph McLarney
James Edward McLaughlin, Jr.
Robert Leo McLaughlin
Gerald F. McNally
Francis Benedict McNamara
David Francis McNulty
Edward Bernard McRae, cum laude
John Francis McSweeney
John Joseph McVann
Richard Joseph Mealy
John Michael Medeiros
Edward Murray Messer
Anthony Joseph Minnichelli
Robert Joseph Mitchell
Edmund Stanley Mockus, cum laude
Mario John Molinari
Alfred Carl Molla, Jr., cum laude
Vito John Molori
John Henry Monahan, cum laude
Patrick Joseph Montouri
Robert Kimball Moody
Thomas Anthony Moore
Herbert James Moran, Jr.
John Robert Moriarty
Maurice Jerome Moroney, Jr.
Raymond Daniel Morris
John Allen Morrissey
John Edward Moylan
John Francis Mulhern
Edwin Francis Mulligan
Hugh Henry Mullin, Jr.
Robert Joseph Mulrenan
John Edmund Mulvaney
Alfred Lawrence Murphy
Frederick Gerard Murphy, Jr.
John Warren Murphy
Arthur Edmund Murray
Edward Patrick Murray
John Nunan Murray
John Wedih Naayem
Edgar Euclide Nadeau
John Nazareth Najarian
Joseph Francis Nally
John Frederick Newton
Oscar Arno Nietzel
Francis Xavier Nihan
Charles Lannon Niles, Jr., cum laude
Louis Joseph Nocera
Frederick James Noone, cum laude
Garfield Christopher Norton
Richard Carlton Nowell, cum laude
Charles Lawrence Nugent
Allan Joseph O'Brien
James Albert O'Brien
John Francis O'Brien
John Thomas O'Brien
John Thomas O'Brien, Jr.
Daniel George O'Connell
John Joseph O'Connell
Philip Aloysius O'Connell
William Ignatius O'Connell
David Joseph O'Dea
Hugh Joseph O'Doherty, Jr., cum laude
Conrad Joseph O'Donnell
John Stephen O'Donnell, Jr.
Philip John O'Donnell
Robert Gerard O'Donnell, cum laude
Francis Xavier O'Donoghue
Francis James O'Hara, magna cum laude
Francis Laurence O'Keefe
Arthur Leo O'Leary, Jr.
Robert James O'Leary
John Joseph O'Malley, Jr., cum laude
William Francis O'Malley
Fred Joseph O'Neal
John Joseph O'Neil
Walter Charles O'Neill, Jr., cum laude
Thomas John O'Reilly
Charles Edward O'Rourke, Jr.
Edward Philip O'Rourke

Robert Francis Paine	John Michael Shea
Anthony Joseph Palmieri, cum laude	Roger Paul Shea, cum laude
Edward Andrew Petela	William Henry Sheehan, cum laude
William George Pfau, Jr.	Paul Francis Sherry
John Francis Phelan, Jr.	William Walter Shine
Clement John Philbrick, Jr., cum laude	Philip Benedict Sibilia
Louis Joseph Picardi	Frank Adalbert Sikora
Conrad Raymond Pichnarcik	George Herbert Simmons
Alfred Joseph Pickett	John Joseph Skehan
John Franklin Pickett	Fred Daniel Slaney
Robert Michael Pierre	Charles Morse Sliney
George Lawrence Pillion	Richard Nelson Smilie, cum laude
James Salvatore Pino, cum laude	Edwin Lawrence Smith
Michael Rocco Pizziferri	James William Smith
Vincent Joseph Plansky	John George Spanbauer, Jr.
Albert Angelo Polito	James Edward Stapleton
John Lawrence Porter	John Joseph Stevens, III, cum laude
James Boyne Powers	Charles Francis Stewart
Joseph Edward Prindle	Arthur Paul Sullivan
Thomas Michael Quinn	Francis Xavier Sullivan
Maurice Edward Quirke	Henry Patrick Sullivan
Richard Neil Raher	Jeremiah George Sullivan
Maurice Francis Rahilly	Joseph Francis Sullivan
John Edward Reardon	Lawrence John Sullivan
Thomas Edward Rexford	Robert Anthony Sullivan
John Theodore Reynolds	Stephen Joseph Sullivan
John Robert Richards	Thomas Andrew Sullivan
Donald Alfred Richardson	Timothy Francis Sullivan
John Malcolm Riley, cum laude	William Paul Sullivan
Walter Joseph Roach, Jr.	William James Sumption
Laurence Gerard Robertie	John Leo Supple
Clifton Granville Rockwell, Jr.	John Joseph Svagzdys
Edward Francis Rogan	Arthur Dennie Sweeney, cum laude
Louis Rotondi	Joseph Francis Sweeney
Ralph Joseph Rosenzweig	James Julius Taccini, cum laude
Matthew Joseph Ruggiero	Frank Sullivan Taft
George Edward Ryan	Anthony Dominick Tagliente, cum laude
Joseph Augustine Ryan	William Chandler Tallent
Joseph Paul Ryan	Roberto Guy Tassinari
Thomas Geary Ryan	Merritt Hugh Tenney
Robert Michael Sacco	Louis Anthony Tessier
Rudolph Augustine Sacco	John Edward Tevnan, magna cum laude
Frank Julio Saia	Patrick Alvin Thibeaue
Leonard Cletus St. Pierre, cum laude	Owen William Thompson
John Albert Sandock	David Robert Thornton
Weston Page Sanford	Giles Ernest Threadgold
Richard Angelo Sardella	Henry Francis Timmons
Louis Anthony Sarkes, cum laude	Timothy Edward Toohig, magna cum laude
Francis Henry Savage	Donald John Torres
Richard Albert Savage	Nello Richard Traverso
Joseph Louis Scanlon	Francis Frederick Tully
William Joseph Schaetzl	Basil Christos Vafiades
Robert Joseph Schiffman	Nicholas Varga, cum laude
John Frederick Schoenfeld	James Verme
Harold Bernard Segel	Charles Lawson Vickery
Joseph John Sessa	Clifford Paul Walcott
Joseph Arthur Sevigny	Robert Thomas Wallace
Thomas Richard Seymour	Carl Paul Wallner
Paul Alfred Shanahan	Arthur Joseph Walsh, cum laude
Max Share	Raymond Rundlett Walton
Alfred Sumner Sharpe	James Patrick Waters
Charles Leo Shea	William Joseph Welling, cum laude
James Francis Shea	

William Lewis Welsh
Donald Joseph Wenger
Paul Cooke Wenger
Donald William White, magna cum
laude
Joseph Thomas White
Thomas Francis White
William Wallace White

Ralph Harvey Wilcox, Jr.
Benson Williams
George Joseph Wilson
Joseph Vincent Wood
Joseph Edward Zaiczky
John Boleslaw Zancewicz
Charles Albert Ziegler, cum laude

DEGREES AWARDED SINCE JUNE 14, 1950

Bachelor of Arts

John Patrick Burke
Joseph Stephen Creedon
Walter Alexander Johnson
John Warren Kane

Stephen Henry Mahoney
Albert Mello
Robert Harrington O'Brien
Adam Joseph Owens

Bachelor of Science

Gilbert Joseph Bouley
Alfred Emmanuel Bresnahan
Richard Paul Carey
John Joseph Connolly, cum laude
Timothy James Davern, cum laude
John Felix Duffy
John Edward Flynn
John Joseph Gill
Samuel Francis Gilman
Robert Stephen Hardy
Edward Francis Harkins
Leo Joseph Hill

Wilfred David Lehaie
John Charles LaRue
Charles William McInnis
William Francis McNally
Ondino Anthony Morelli
Henry Francis Mulloy, Jr.
Joseph Christopher Scanlon
Henry Joseph Schlegel, Jr.
Thomas Francis Sheehan
Theodore Henry Stegmaier, Jr.
James John Joseph Toner, Jr.

MARSHALS

Chief Marshal

Francis J. Campbell, A.M.

Marshals of Graduating Class

A. James Bertelli
James W. DeAdder
Donald L. Herbert

Edward L. Kane
Francis J. O'Hara
Raymond A. Trott

Everett F. Vierra

Faculty Marshals

John F. Norton, A.M.

Harold H. Fagan, LL.B.

Marshal of Guests and Alumni

A. Kenneth Carey, LL.B.

Assistant Marshals

Francis M. Buckley, Ed.M.
William A. Carito, A.M.
Joseph L. Delaney, A.B.
William J. Flynn, M.Ed.
Albert M. Folkard, A.M.
Philip F. Garity, LL.B.
Arthur L. Glynn, M.B.A.
Owen A. Hanley, A.M.
Augustine L. Keefe, LL.B.
Malcolm McCloud, A.M.

Paul V. Mulkern, M.S.W.
John J. Mulligan, A.M.
Joseph D. O'Brien, M.B.A.
David C. O'Donnell, Ph.D.
James E. Shaw, LL.M.
Ernest A. Siciliano, Ph.D.
Leon M. Vincent, M.S.
Donald J. White, Ph.D.
Frederick E. White, Ph.D.
Harold A. Zager, M.S.

Reception Committee

Francis W. Buckley
John J. Buckley

Paul Y. Clinton
William J. Cronin
Robert A. Freely

General Excellence Medal

The gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded to Robert John Bond.

The William Cardinal O'Connell Theology Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence, the late William Cardinal O'Connell, awarded at the annual commencement to the student who attained the highest average in all courses of Theology studied during four years in the College of Arts and Sciences, is awarded to Robert John Bond.

The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College: awarded to Maurice Francis Downey.

The Reverend Joseph M. Fitzgibbons Award

The Reverend Joseph M. Fitzgibbons Award, the gift of Reverend Joseph M. Fitzgibbons, Pastor of St. Jerome's Church, Arlington, Massachusetts, given to the student who, in the judgment of the Faculty, has profited most by his stay at Boston College, is awarded to Arthur Dennis Sweeney.

The Reverend Edward H. Finnegan, S.J., Memorial Award

The Reverend Edward H. Finnegan, S.J., Memorial Award founded by the classes of 1949, 1950, and 1951, and by his many devoted friends; a cash award of \$100, given to the Senior who, in the judgment of a Faculty Committee, has best exemplified the spirit of the College motto, "Ever To Excel," being awarded for the first time, is presented to John Edward Kearney.

The Fulton Gold Medal

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, given annually to the outstanding debater in the Fulton Prize Debate, was awarded during the scholastic year to Donald William White.

The Harrigan Award

The Harrigan Award, the income on fifteen hundred dollars, founded by the will of the late Reverend John H. Harrigan, of the class of 1889, given annually to the winner of the Harrigan Oratorical Contest, was awarded during the scholastic year to Vincent Paul Stanton.

The Denis H. Tully Award

The Denis H. Tully Award, the income on two thousand dollars, founded by the will of the late Denis H. Tully, and presented annually to a student of the College of Arts and Sciences for the best paper on a theological subject, has been awarded to Donald John Tyrell, a member of the Class of 1953.

BOSTON COLLEGE

THE COLLEGE OF
LIBERAL ARTS

AT

SHADOWBROOK

LENOX

MASSACHUSETTS

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OFFICERS OF ACADEMIC ADMINISTRATION

1951 - 1952

Very Reverend William F. Finneran, S.J., S.T.L., *Rector*.Reverend John R. Post, S.J., S.T.L., *Director of Novices*.Reverend William J. Murphy, S.J., Ph.D., *Dean*.

OFFICERS OF ACADEMIC INSTRUCTION

1951 - 1952

Rev. Robert W. Campbell, S.J., S.T.L., *Assistant Professor of French*.
A.B., Woodstock College; S.T.L., Weston College.Rev. William I. Carroll, S.J., S.T.L., *Assistant Professor of Latin*.
A.B., Boston College; A.M., Boston College, S.T.L., Weston College.Rev. Daniel I. Foley, S.J., A.M., *Assistant Professor of Greek and German*.
A.B., Boston College; S.T.L., Weston College; A.M., Boston College.Rev. Thomas F. Grogan, S.J., A.M., *Assistant Professor of History and Education*.
A.B., Boston College; S.T.L., Weston College; A.M., Georgetown University.Rev. Henry B. Kelly, S.J., A.M., *Instructor in Classics*.
A.B., Woodstock College; A.M., Woodstock College.Rev. Thomas J. C. Kelly, S.J., A.B., *Instructor in Latin*.
A.B., Boston College.Rev. Stephen A. Mulcahy, S.J., A.M., *Associate Professor of Latin*.
A.B., Woodstock College; A.M., Woodstock College.Rev. William J. Murphy, S.J., Ph.D., *Professor of English*.
A.B., Woodstock College; A.M., Woodstock College, Ph.D., Gregorian University.Rev. Joseph A. Riel, S.J., S.T.L., *Instructor in Speech and Religion*.
A.B., Holy Cross College; A.M., Boston College; S.T.L., Montreal.Rev. Patrick A. Sullivan, S.J., Ph.D., *Assistant Professor of Greek and German*.
A.B., Boston College; A.M., Boston College; A.M., Fordham University; S.T.L., Weston College; Ph.D., Fordham University.Rev. Alphonsus C. Yumont, S.J., Ph.L., *Instructor in Greek and German*.
A.B., Boston College; A.M., Boston College; Ph.L., Weston College.

The College of Liberal Arts

Shadowbrook, located at Lenox, Massachusetts, is a part of the College of Arts and Sciences of Boston College. It is the training school for the members of the New England Province of the Society of Jesus. The collegiate studies pursued there are the first part of the educational training in the formation of a Jesuit. These four years of study are followed by three years in the School of Philosophy and Science, by a period of teaching of three to five years, then by four years of theology in the School of Divinity, and finally by one year devoted to higher ascetical study.

On his admission to the Jesuit Order, the student begins a period of two years of study that is largely ascetical, consequently non-academic, in character. To keep up his academic interests, however, about three hours each day are devoted to academic study, one to Latin, another to Greek, and a third to English, and vacations as well as other periods of leisure are utilized for the acquisition of modern foreign languages. During the second period of two years, the student's interest is concentrated on humanistic studies.

Admission Requirements

The minimum scholastic entrance requirements to this Division include certification from an approved secondary school. Students are also admitted from colleges and university schools. In accordance with the purpose of the school, the enrollment in this Division is limited to members of the Jesuit Order.

The Shadowbrook Division is administered by an Associate Dean of the College of Arts and Sciences.

Description of Courses

Greek

Gk. 1-2S—Elementary Greek I

This course is for students who begin the study of Greek in college. Greek grammar and suitable reading exercises with composition.

Two periods per week for two semesters and one summer session.

Four semester hours credit.

Gk. 3-4S—Elementary Greek II

This course is a continuation of Gk. 1-2S. The study of Greek grammar is completed, and the translation of Greek texts is commenced, principally from Xenophon. Composition.

Two periods per week for two semesters.

Four semester hours credit.

Gk. 5-6S—Introduction to Greek Literature I

This course is an intensive study of syntax with selected readings as a preparation for a more extensive study of Greek. Composition.

Two periods per week for two semesters.

Four semester hours credit.

Gk. 7-8S—Introduction to Greek Literature II

This course is a continuation of Gk. 5-6S. Selected readings from Herodotus, Chrysostom and Plato. Composition.

Two periods per week for two semesters.

Four semester hours credit.

Gk. 9S—Advanced Freshman Greek I

Plato's *Apology of Socrates*. Translation with emphasis on the distinctive stylistic qualities of the work and on its adequacy as a defense. Demosthenes' *First Olynthiac* or Lysias' *Against Eratosthenes*; study of the work as literature and as the product of its own social and political development.

Lyric Poetry: a survey of the rise and development of elegiac, iambic and melic forms among the Greeks; readings illustrative of the several forms. Exercises in Greek Composition supplement the readings.

Four periods per week for one semester.

Four semester hours credit.

Gk. 10S—Advanced Freshman Greek II

This course is a continuation of Gk. 9S.

Theocritus, selected *Idylls*. Translation, with a study of the Greek mime, pastoral verse and its persistence in later literature.

Euripides: discussion of the historical development of the tragic drama of the Greeks and the modifications introduced by Euripides. Translation and dramatic interpretation of the *Medea* supplemented by readings in the *Hecuba* and the *Alcestis*. Exercises in Greek composition supplement the readings.

Four periods per week for one semester.

Four semester hours credit.

Gk. 11S—Freshman Intermediate Greek

This course is taken by those who have completed Gk. 4S.

Plato's *Apology of Socrates* and Demosthenes' *First Olynthiac* or Lysias' *For Mantitheus*. Translation with emphasis on points of grammar and syntax and on the development of Greek prose style. Exercises in Greek composition supplement the readings.

Four periods per week for one semester.

Four semester hours credit.

Gk. 12S—Freshman Intermediate Greek II

This course continues the work of Gk. 11S.

Translations of selections of the *Iliad* with a view to an appreciation of Homer as an epic poet.

Translation and dramatic analysis of the *Medea* or the *Hecuba* or the *Alcestis* of Euripides.

Exercises in composition supplement the readings.

Four periods per week for one semester.

Four semester hours credit.

Gk. 21S—Greek Drama and Prose

Sophocles: a study of the *Oedipus Tyrannus* as a masterpiece of structural form and characterization.

Selections from the great Attic prose writers, Thucydides, Lysias, Isocrates, stressing the evolution of Greek prose style.

Exercises in Greek composition supplement the readings.

Four periods per week for one semester.

Four semester hours credit.

Gk. 22S—Greek Oratory

This course is a continuation of Gk. 21S. Emphasis is placed on the development of Greek rhetoric. Translations of selections from the Attic orators. Demosthenes: translation and complete rhetorical analysis of the *De Corona*. Demosthenes as statesman and orator.

Exercises in Greek composition supplement the readings.

Four periods per week for one semester.

Four semester hours credit.

Latin

Lt. 1-2S—Introduction to Latin Literature I

The purpose of this course is to deepen and widen the student's knowledge of Latin so that he may read, write and speak the language with facility. A review and advanced study of the grammar. Readings from classical and ecclesiastical authors. Exercises in composition are based on Bradley-Arnold, *Latin Prose Composition*.

Three semester hours credit.

Lt. 3-4S—Introduction to Latin Literature II

This course continues the work of Lt. 2S. Selected readings from Cicero, Ovid, Vergil, with emphasis on idiom, prosody, style and method of translating. The work in Latin composition is continued. Daily exercises in speaking Latin.

Two periods per week for two semesters.

Four semester hours credit.

Lt. 5S—Freshman Latin I

Cicero: *Pro Archia*, a study in Cicero's style; the meaning of literature. Livy: *Libri ab Urbe Condita* (selections); the historical style. Vergil: *Aeneid VI*, a study of the Latin epic; Vergil's style. Advanced Latin Composition.

Five periods per week for one semester.

Five semester hours credit.

Lt. 6S—Freshman Latin II

Horace: *Carminum libri I-IV* (selections); the *Ars Poetica*. Catullus: *Poemata* (selections). Advanced Latin Composition.

Five periods per week for one semester.

Five semester hours credit.

Lt. 21S—Horace, Cicero, Martial

Horace: Selected Satires and Epistles, the origin and development of Latin satire; study of Horace as a satirist and as a writer of the Golden Age of Latin Literature.

Cicero: *De Imperio Pompei*. This oration is studied as a type of Roman oratory.

Martial: Selected epigrams; a study of the development of the epigram; characteristics of Martial as satirist and epigrammatist.

Advanced Latin composition.

Five periods per week for one semester.

Five semester hours credit.

Lt. 22S—Juvenal, Tacitus, Cicero

Juvenal: Selected Satires; a study of Juvenal as satirist and as a writer of the Silver Age.

Tacitus: selected readings from the *Annals*; the *Agricola*. Tacitus as a spokesman for Roman life in the early years of the Empire; his concept of history and biography; the historical style of the Silver Age.

Cicero: *Pro Milone*; the study of Roman oratory continued; a complete rhetorical analysis of the oration.

Advanced Latin Composition.

Five periods per week for one semester.

Five semester hours credit.

Lt. 101S—Cicero's Letters

A study of the life and times of Cicero as found in his personal letters. Particular stress will be laid on the political crises of the time and Cicero's reaction to them. Cicero's relations with Clodius, Pompey, Caesar, Brutus and Anthony will be discussed. The definition, canons and historical value of the Letters will be treated.

Three periods per week for one semester.

Three semester hours credit.

Lt. 122S—Roman Drama

A study of the origin and development of Roman Drama with a more detailed study of Plautus and Terence.

Three periods per week for one semester.

Three semester hours credit.

Education**Ed. 1-2S—History of Early Education**

Educational movements from early times to the eve of the Reformation.

One period per week for two semesters.

Two semester hours credit.

Ed. 3-4S—History of Modern Education

A survey of educational theories and practice from the Reformation to modern times.

One period per week for two semesters.

Two semester hours credit.

English**En. 1-2S—Freshman English**

Prose composition. A study of the principles of good writing; the qualities of style. Narration, Description and the Essay.

Poetry. The nature and types of poetry. The elements of poetry: versification, the nature of the imagination, emotion, thought. Verse composition.

Three periods per week for two semesters.

Six semester hours credit.

En. 21-22S—English Oratory and Shakespeare

The theory and practice of oratorical composition; argumentation, persuasion, the oratorical style. Analysis; the rhetorical analysis of British and American orations.

Shakespeare: a study of selected plays; dramatic structure.

Three periods per week for two semesters.

Six semester hours credit.

En. 3-4S—Survey of English Literature I

A general survey of English literature from the beginnings to Milton.

One period per week for two semesters.

Two semester hours credit.

En. 23-24S—Survey of English Literature II

A general survey of English literature from Milton to the present.

One period per week for two semesters.

Two semester hours credit.

French**Fr. 1-2S—Elementary French**

For students who are beginning the study of French. An intensive study of French grammar and suitable reading exercises.

Three semester hours credit.

Fr. 3-4S—Intermediate French

Review of French grammar and the reading of prose of moderate difficulty.

Three or five semester hours credit.

Fr. 5-6S—Advanced French

The advanced study of grammar and the reading of the masterpieces of French literature.

Three or five semester hours credit.

Fr. 7-8S—A Reading Course in French Literature

The readings are selected from different types of modern French poetry, drama and prose.

Two semester hours credit.

Fr. 9-10S—A Reading Course in French Literature

This course is a continuation of Fr. 8S.

Two semester hours credit.

German**Gr. 1-2S—Elementary German**

A course for beginners. An intensive training in grammar with suitable reading exercises.

Two or three semester hours credit.

Gr. 3-4S—Intermediate German

A review of the grammar and the reading of prose of moderate difficulty.

Three or five semester hours credit.

Gr. 5-6S—Advanced German

The advanced study of grammar with selected readings from the German classics and from modern authors.

Three or five semester hours credit.

Gr. 7-8S—A Reading Course in German

The readings are selected from different types of prose, critical, scientific, historical, literary, and of poetry.

Two semester hours credit.

Gr. 9-10S—A Reading Course in German

This course is a continuation of Gr. 8S.

Two semester hours credit.

History**Hs. 1-2S—Medieval Foundations of Western Civilization**

A survey course comprising the following integral factors: essential notions of fundamental history; the decline of the Roman Empire and the advent of Christianity; political and institutional history of the Middle Ages; the Renaissance era.

Two periods per week for two semesters.

Four semester hours credit.

Hs. 21-22S—European Civilization Since 1500

This course is a continuation of Hs. 1-2S. It treats of the following subjects: The Protestant Revolt and the Catholic Counter Reformation, the dynastic struggles of the 17th and 18th centuries; the French Revolution and the Napoleonic Era; the political and cultural history of 19th century Europe.

Two periods per week for two semesters.

Four semester hours credit.

Mathematics**Mt. 1-2S—Fundamentals of College Mathematics**

The essentials of college algebra; trigonometry, analytic geometry.

Four semester hours credit.

Religion**Rl. 1-2S—A Survey of Christian Truth I**

In this course the following subjects are studied: Revelation, the nature of God, creation, the Incarnation and Redemption, the Holy Trinity, the Church of Christ.

One period per week for two semesters.

Two semester hours credit.

Rl. 3-4S—A Survey of Christian Truth II

This course is a continuation of Rl. 2S. It treats of the following subjects: the obligations of Christian life as they are revealed in the Decalogue; the precepts of the Church; the counsels, the functions of grace; prayers and the Sacraments; the nature of the virtues.

One period per week for two semesters.

Two semester hours credit.

Speech

Sp. 1-2S—Principles of Speech I

In this course are studied voice-production, diction, delivery, organization of ideas. Exercises are given in public reading, elocution and the delivery of original composition.

One period per week for two semesters.

Two semester hours credit.

Sp. 3-4S—Principles of Speech II

This course is a continuation of Sp. 2S.

One period per week for two semesters.

Two semester hours credit.

Sp. 5S—Pulpit Oratory I

In this course practical training is given in the elements of delivering sermons, and a critical study is made of the composition and delivery of the sermons.

One period per week for one semester.

One semester hour credit.

Sp. 7S—Pulpit Oratory II

This course is a continuation of Sp. 5S.

One period per week for one semester.

One semester hour credit.

BOSTON COLLEGE

THE SCHOOL OF
PHILOSOPHY AND SCIENCE

AT

WESTON COLLEGE

WESTON

MASSACHUSETTS

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OFFICERS OF ACADEMIC ADMINISTRATION

1951 - 1952

Reverend James E. Coleran, S.J., S.S.L., *Rector*.Reverend Joseph E. Shea, S.J., Ph.D., *Dean*.Reverend Brendan C. Connolly, S.J., B.S., *Librarian*.Reverend John L. Mahoney, S.J., A.B., *Registrar*.

OFFICERS OF ACADEMIC INSTRUCTION

1951 - 1952

Rev. Thomas D. Barry, S.J., A.M., *Assistant Professor of Mathematics*.

A.B., Boston College; A.M., Boston College.

Rev. Carol L. Bernhardt, S.J., Ph.D., *Professor of Classical Languages*.

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. Henry M. Brock, S.J., Ph.D., *Professor of Astronomy and Physics*.

A.B., Boston College; B.S., Massachusetts Institute of Technology; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. Edward G. Callahan, S.J., A.M., *Assistant Professor of Classical Languages*.

A.B., Boston College; A.M., Boston College.

Rev. Francis F. Callahan, S.J., S.T.L., *Assistant Professor of Philosophy*.

A.B., Boston College; A.M., Boston College; S.T.L., Weston College.

Rev. William F. Drummond, S.J., Ph.D., *Professor of Ethics and Social Philosophy*.

A.B., Boston College; A.M., Boston College; S.T.L., Weston College; Ph.D., Gregorian University; Mag. Agg., Gregorian University.

Rev. Merrill F. Green, S.J., Ph.D., *Assistant Professor of Philosophy*.

A.B., Boston College; A.M., Boston College; M.S., Boston College; S.T.L., Weston College; Ph.D., Gregorian University.

Rev. John A. Hinchey, S.J., S.T.L., *Associate Professor of Philosophy*.

A.B., Boston College; A.M., Boston College; S.T.L., Weston College.

Rev. Anthony J. McCormack, S.J., Ph.D., *Professor of Biology and Experimental Psychology*.

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Gregorian University.

Rev. George V. McCabe, S.J., Ph.D., *Assistant Professor of Education and Speech*.

A.B., Boston College; A.M., Boston College; D.O.A., American Academy; Ph.D., Fordham University.

Rev. John J. McCarthy, S.J., M.S., *Assistant Professor of Mathematics and Physics*.

A.B., Boston College; M.S., Boston College.

Rev. James J. Mohan, S.J., Ph.D., *Professor of Natural Theology*.

A.B., Boston College; A.M., Woodstock College; S.T.D., Gregorian University; Ph.D., Gregorian University.

Rev. Reginald F. O'Neill, S.J., S.T.L., *Instructor in Philosophy*.

A.B., Boston College; A.M., Boston College; S.T.L., Weston College.

Rev. Joseph E. Shea, S.J., Ph.D., *Professor of Psychology*.

A.B., Boston College; A.M., Boston College; S.T.L., Weston College; Ph.D., Gregorian University.

Rev. Joseph J. Sullivan, S.J., Ph.D., *Professor of Chemistry*.

A.B., Woodstock College; A.M., Woodstock College; Ph.D., Johns Hopkins University.

History and Organization

The School of Philosophy and Science of Boston College is located at Weston College on the former Grant-Walker estate in the town of Weston. Weston College was opened January 2, 1922, and has its own rector and dean, as well as a resident faculty in the department of philosophy, consisting of professors of philosophy, science, and humanities. Courses in these and other branches are also given both during the scholastic year and in the summer sessions by Boston College professors. Weston College is affiliated with Boston College, and courses given at the two institutions are carefully integrated. Those students who successfully complete all the requirements are granted the civil degree of Bachelor of Arts by Boston College. Elevated October 18, 1932, to the status of a pontifical university, Weston College is empowered by the Holy See to grant ecclesiastical degrees for competence in studies in divinity, including the Licentiate in Philosophy.

Admission

Admission to the School of Philosophy and Science is granted to members of the Society of Jesus who have completed the requisite junior college courses at Shadowbrook, the College of the Liberal Arts in Lenox, Massachusetts, or other junior college of like standing.

General Statement

The courses offered in the School of Philosophy and Science are of senior college and graduate calibre. They suppose a developed maturity of mind consequent upon the humanistic studies of the junior college level. The basic courses follow the prescriptions of the *Ratio Studiorum Superiorum Societatis Jesu* of 1941. Thus there is a three year integrated course in all the branches of philosophy. Subordinate to this, other courses are offered in the fields of the natural and social sciences and the humanities. There follows a description of the usual courses in philosophy offered at Weston College.

Philosophy

Pl. 41W—Logic

Aristotelian logic is the basis of this course, which aims to establish and inculcate the laws of correct reasoning by a scientific study of the term and the idea; the proposition and the judgment; the syllogism; the types of reasoning, and the more common fallacies of expression and reasoning. This course is given in Latin.

4 hours credit

Pl. 42W—Epistemology

The problem of the certitude of our cognitions is here treated. The sources and the nature of certitude and the criterion of truth are established. Study is made of the philosophy of Descartes, Kant, the Positivists and Pragmatists on the problem of cognition. This course is given in Latin.

6 hours credit

Pl. 43W—Ontology

The validity and necessity of metaphysics as a science is established. *Being*, considered abstractly, its attributes, categories, and causes are treated. Although emphasis is placed on the metaphysics of the scholastic tradition, attention is also given to the philosophy of such thinkers as Leibnitz and Spinoza. This course is given in Latin.

6 hours credit

Pl. 44W—Cosmology

This is a branch of special metaphysics in which such problems as the ultimate cause of the universe, the constitution of natural bodies, the necessity of physical laws, and the nature of time, space, and motion are examined. The opinions of such schools of thought as Pantheism, Materialism, Atomism, and Dynamism are discussed. This course is given in Latin.

5 hours credit

Pl. 101W—Fundamental Psychology

The psychology here treated is philosophical or metaphysical psychology which takes account of experimental data but is not positivistically subordinate to it. The nature of life in general, and that of vegetative and animal in particular, are treated. The problems of the origin of life and of species are discussed and evolutionary doctrines treated. This course is given in Latin.

3 hours credit

Pl. 103W—Advanced Psychology

The scholastic explanation of the sense and rational life of man is treated. The doctrines of such philosophers as Descartes, Locke, Kant, and others are discussed. The nature and mode of human cognition and appetite are explained, and such doctrines as the spirituality and immortality of the soul and the freedom of the human will are established. This course is given in Latin.

5 hours credit

Pl. 104W—Natural Theology

The knowability of God by reason is established. His existence, nature, attributes, and relationship to creatures as known by reason are treated, and opinions conflicting with scholasticism are evaluated. This course is given in Latin.

5 hours credit

Pl. 105W—General Ethics

Aristotelian-Thomistic moral philosophy is the subject matter of this course, although opposing schools of thought such as Utilitarianism, Moral Positivism, Moral Sensism, and the Moral Philosophy of Kant are evaluated. The nature of the moral act; the end of volitional activity; the moral good and its norm; the concept of obligation; natural and positive law; conscience and the nature of right are treated. This course is given in Latin.

5 hours credit

Pl. 106W—Special Ethics

This course applies the principles of General Ethics to the moral relationships of man. Man's rights and duties as an individual; the moral aspects of his economic relationships; the philosophical basis of the family and the basic principles of Scholastic Political Philosophy are treated and conflicting opinions discussed. This course is given in Latin.

5 hours credit

Pl. 171W—History of Greek Philosophy

This course is a survey of the rise and development of Greek thought on man and the universe.

2 hours credit

Pl. 173W—History of Mediaeval Philosophy

The history of Philosophy from St. Augustine to William of Ockam is treated. Emphasis is placed on the origin, growth, and full development of Scholasticism.

2 hours credit

Pl. 175W—History of Modern Philosophy

Beginning with Descartes, the history of philosophy is traced through Kant to contemporary philosophers.

2 hours credit

Courses in the Sciences, Mathematics, Education, Humanities

Bi. 31W—Botany and Invertebrate Zoology

Biology and its subdivisions; protoplasm; the cell; mitosis and meiosis; vital functions; survey of the divisions of the Plant Kingdom; detailed study of representatives from the divisions including the histology of the vegetative and reproductive organs of the Spermatophytes; survey of the Invertebrates; animal tissues; systems of organs; dissection of type specimens of the Invertebrates.

Two lectures and two laboratory periods per week for two semesters.

8 hours credit

Bi. 175W—Fundamental Anthropology

A study of the scientific theory of evolution; prehistoric fossil data; palaeolithic cultures.

2 hours credit

Ch. 11-12W—Inorganic Chemistry

A survey of the field of Inorganic Chemistry comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed on the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter.

Two lectures and two laboratory periods per week for one semester.

4 hours credit

Ch. 27-28W—Qualitative Analysis

Semi-micro and spot-plate detection of the common cations and anions. An introduction to the identification of crystalline structures under the microscope.

Two lectures and two laboratory periods per week for one semester.

4 hours credit

Ph. 1-2W—General Physics

A general survey of classical and modern physics, mechanics, heat, electricity, light, and sound.

Three lectures and one laboratory period per week for two semesters.

8 hours credit

Ph. 141W—Physical Optics

This course presents a mathematical study of wave motion. Huygen's Principle, dispersion, interference, diffraction, polarization, electro-magnetic theory of light, Quantum Theory.

Two lecture periods and one laboratory period per week for two semesters.

6 hours credit

Ph. 151W—Electricity and Magnetism

A development of the basic principles of electric, magnetic, and electro-magnetic theory with emphasis on the field and potential theory; direct current circuits; alternating current theory; electro-magnetic relations, radiation and the basic principles of electronics.

Two lecture periods and one laboratory period per week for two semesters.
6 hours credit

Mt. 31-32W—Calculus

Differential and Integral Calculus.

4 hours credit

Mt. 141W—Differential Equations

Solution of equations of the first and second order, integration by series.

4 hours credit

Mt. 142W—Advanced Calculus

Power series and their application, functions of several variables, partial differentiation, implicit functions and Jacobians.

4 hours credit

Ed. 101W—Catholic Philosophy of Education

This course considers fundamental educational problems: the nature of the learner, the agencies responsible for education, the rights of parents, Church, and state regarding education, and the philosophic aspects of curriculum and methodology.

2 hours credit

Ed. 103W—Advanced Empirical Psychology

Empirical study of the sensitive life of man; nature and properties of sensation. Theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant, Spencer, Scholastic Doctrine. Empirical study of intellectual life; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; freedom of the will.

2 hours credit

Ed. 104W—Advanced Rational Psychology

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psycho-physical activities of man. Creation of soul; refutation of anthropologic evolution.

2 hours credit

Ed. 141W—Educational Psychology

A consideration of developmental tendencies, the nature and organization of intelligence, the learning process and factors influencing learning, motivation, transfer of training.

2 hours credit

Ed. 182W—Argumentation, Discussion, and Debate

A study of the principles of rhetoric applied to controversial speech.

2 hours credit

Ed. 183W—Oral Interpretation

A psychological study of the principle emotions, and the means of adequate expression.

2 hours credit

Ed. 184W—Public Speaking for Teachers

This course has a twofold purpose: to help teachers achieve optimum efficiency in the use of voice and diction: and to present materials and methods helpful for the improvement of pupils' speech, indicating the correlation that should exist between speech training and school subjects.

2 hours credit

Gk. 152W—Greek Drama

A study of the origins of drama. Readings from Aeschylus and Sophocles with special emphasis on the *Oristeia*, *Prometheus*, and *Antigone*.

4 hours credit

Gk. 153W—Greek Philosophers

Studies in the *Ion*, *Meno*, *Phaedo*, and *Phaedrus* of Plato; the *Nicomachean Ethics* and *Rhetoric* of Aristotle.

4 hours credit

Lt. 151W—Latin Philosophers

This course includes readings in Cicero, Lucretius, and Seneca; discussion and analysis of pre-Christian thought.

4 hours credit

JESUIT EDUCATIONAL ASSOCIATION

Colleges and Universities

Alabama	Spring Hill College, Spring Hill
California	Loyola University of Los Angeles Santa Clara University, Santa Clara University of San Francisco
Colorado	Regis College, Denver
Connecticut	Fairfield University, Fairfield
District of Columbia	Georgetown University, Washington
Illinois	Loyola University, Chicago
Louisiana	Loyola University, New Orleans
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